

## Horton Kirby CE Primary School Pupil Premium Strategy Statement- Feb 2020, reviewed July 21

**Summary of information**  
 There has been a significant increase of pupils eligible for PP since the start of the pandemic, 37% of FSM pupils have become eligible since March 20 which is 9% of the whole school. The school actively promoted awareness of FSM to ensure families received the support they were entitled to.

School	Horton Kirby CE Primary School				
Academic Year	2020/21	Number of pupils eligible for PP	77	Total PP Budget	£88,710
Total number of pupils	261	Whole school Percentage	29.5%	Date for next internal review of this strategy	July 21

### Previous attainment 2019

There were 5 pupils in KS2, For the children that did not get the expected standard (2 Pupils) one of whom made accelerated progress in all subjects from EYs and KS1 levels. The second child made accelerated progress in maths and reading. Progress of the KS2 cohort was expected or better in most cases. Taking into account contextual value added, PP children performed significantly higher than national average in overall achievement and particularly in maths. With progress for KS2 pupils being +3.3

### KS1

There is a high level of need within the cohort. With 13 PP children with is a large number compared to the rest of the school. Taking into account contextual value added FSM were a lower performing group in reading and writing but a higher performing group in maths. . This was a focus group going into year 3 where progress had started to improve prior to school closure.

	KS2 (National)	KS2 PP (Kent) 5 pupils	KS1 (National)	KS1 PP (Kent) 13 pupils
% achieving expected + in RWM	71% (74%)	29% (52%)	71% (69%)	13% (N/A)
% achieving expected + in Reading	80% (79%)	43% (62%)	80%(74%)	38% (58%)

% achieving expected + in Writing	80% (84%)	57% (70%)	89%(74%)	13% (52%)
% achieving expected + in Maths	86% (84%)	86% (64%)	80%(76%)	38% (61%)

**Previous attainment 2020 (Teacher assessment)**  
 There is a significant improvement in the attainment of PP children achieving expected in RWM combined. In KS2 this measure rose from 29% to 50% and in KS1 there was a dramatic from 13% to 63% due to high quality personalised interventions even through remote learning. The gap between PP children and non PP children in both key stages closed and in KS1 writing PP children performed better than non PP children nationally in writing and broadly in line in maths.

	KS2 (National) (7 pupils)	KS2 PP	KS1 (National)	KS1 PP (8 Pupils)
% achieving expected + in RWM	96% (75%)	50% (52%)	72% (66%)	63%
% achieving expected + in Reading	96% (84%)	70% (62%)	81% (75%)	63% (58%)
% achieving expected + in Writing	96% (81%)	70% (70%)	75% (70%)	75% (52%)
% achieving expected + in Maths	100% (83%)	80% (64%)	84% (76%)	75% (61%)

<b>Current attainment 2020-21 (Term 6 data)</b>				
	Year 6 Non PP	Year 6 PP	Year 2 Non PP	Year 2 PP
% achieving expected + in RWM	76%	44% (52%)	62%	66%
% achieving expected + in Reading	79%	56% (62%)	62%	66% (58%)
% achieving expected + in Writing	83%	44% (70%)	69%	66% (52%)
% achieving expected + in Maths	86%	75% (64%)	69%	100% (61%)

## Planned expenditure 2020 to 21

The three headings demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Teaching and learning for all.						
Intended outcome	Action/intervention	What is the evidence and rationale for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
To raise the attainment and progress for all learners with a particular focus on PP children in years 5 and 6	Additional teacher to allow for smaller maths groups.	QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) QFT is one of the biggest drivers of pupil attainment, particularly those from a disadvantaged background EEF	Pupils make expected or better progress. Attainment for all pupils is in line or better than National	Regularly monitor provision for all pupils. Book scrutiny focused on PP children with staff identifying next steps. All SLT involved in regular monitoring. Regular monitoring to include learning walks, book scrutiny, pupil voice, observations Focused on groups of children	£10,000	Yr 6 PP was above national average attainment in maths. With all PP making expected progress from KS1 across the curriculum. KS1 attainment was better than national for PP in all subjects
To raise attainment in reading, writing and maths	Teaching assistants to support individuals and groups of pupils throughout EYFS, KS1 and KS2 Training for TAs	Focus on QFT with highly skilled TAs enhancing in class learning alongside the class teacher. Supporting whole class teaching, small groups and individual support. Approach based on research	Pupils make expected or better progress. Attainment for all pupils is in line or better than National	Regularly monitor provision for all pupils. Book scrutiny focused on PP children with staff identifying next steps. All SLT involved in regular monitoring. Regular monitoring to include learning walks, book scrutiny, pupil voice, observations Focused on groups of children	£1000 for out of hours training £53,810	Staff had training in a variety of interventions and awareness training in colour blindness.

		evidencing the high impact of effective feedback for all pupils. QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)				
Ensure that quality of teaching over time is at least good for all pupils and improved percentage of outstanding	SLT supporting QFT Regular monitoring including learning walks, book scrutiny, pupil voice and observations. Whole school training/CPD	QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Spotlight on disadvantage report – NGA. Pupil premium usage is not the only determinant of disadvantaged pupils progress and attainment. The survey data revealed a clear	Pupils make expected or better progress. Attainment for all pupils is in line or better than National	Regularly monitor provision for all pupils. Book scrutiny focused on PP children with staff identifying next steps. All SLT involved in regular monitoring. Regular monitoring to include learning walks, book scrutiny, pupil voice, observations Focused on groups of children.	£0	100% of observations were Good, with 70% being outstanding. Book Looks that there is effective teaching and learning across the curriculum and any minor points for development have been addressed with staff. Training from subject leaders and SENCo have improved differentiation in foundation subjects.

		correlation between outcomes for all pupils and outcomes for pupil premium pupils. EEF: feedback +8.				
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Targeted support						
Intended outcome	Action/intervention	What is the evidence and rationale for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
Improved speaking and listening & language skills impacting on literacy	Speech and language interventions for individual and small groups	Poor language and communication skills are a barrier to accessing learning and often result in negative behaviours and difficulties in forming relationships. Early years and oral interventions have a very good impact on pupils success (EEF Toolkit)	Target pupils will make better than expected progress in their literacy.	Against SMART targets on individual provision maps. Evaluation of impact by class teachers on small group interventions. Pupils progress in Literacy	£1000	Pupils made good progress against their sp and language targets. However access to NHS services and increasingly becoming difficult so the school will look at buying in additional time through the extended offer for next year.
To ensure that greater depth learning is achieved for focus pupils	KS1 Great depth Maths	EEF Mastery learning +5 We want to ensure that PP children have high achievement PP children have been disproportionately affected by school closures	Target pupils will reach greater depth	Regular monitoring to include learning walks, book scrutiny, pupil voice, observations Pupils progress and attainment tracked through PPM and ambitious targets set	£350	Although no pupils reached greater depth they did all meet expected.
To ensure that greater depth learning is	Ks1 2 Great depth Literacy	EEF Mastery learning +5	Target pupils will reach greater depth	Regular monitoring to include learning walks, book scrutiny, pupil voice, observations	£350	No pupils reached greater depth but 66% PP did meet expected

achieved for focus pupils		We want to ensure that PP children have high achievement PP children have been disproportionately affected by school closures		Pupils progress and attainment tracked through PPM and ambitious targets set		although this below slightly national.
To ensure that focus PP children have access to a balanced breakfast. To improve attendance To support PP families with child care.	Breakfast club and after school club paid by school	Attendance at breakfast club has proved effective in improving attendance. Children will begin school with breakfast which is proven to be beneficial to learning	Reduced number of children not having breakfast. Improved attendance	Records kept of pupils attending breakfast club and there progress and attendance tracked	£3500	Wrap around care has had a positive impact on attendance for those pupils for whom child care was a contributing factor to their poor attendance
To support PP families with school uniform as needed	Funds for uniform. Supply of second hand uniform which can be given out.	Uniform helps develop a sense of community within school where everyone is equal. Uniform can be expensive particularly for large families. EEF collaborative learning +5 Cultural enrichment is needed to succeed in life	All children having access to school uniform regardless of financial constraints	All pupils in school uniform	£300	This was not needed this year as clothing was sourced from spare second hand stock within school.
To ensure that pupils have an opportunity to process and work through difficult	Well being practitioner Play therapy Nurture group	Covid has had an impact on the mental wellbeing of many children. EEF social and emotional learning +4	Increased well being measured through SDQs and	SDQs Observation from class teachers Feedback from parents and pupils	£1500	Due to covid and bubble restrictions nurture group ran differently this year with lunchtime nurture support being

experiences and situations in a safe and supportive space		Individual children have been identified by class teachers and or parents Children will be emotionally better off which as been proven to be beneficial to learning	observation within class			offered within classes or bubbles. The well being practitioner offered support to several families as well parent workshops which were well attended. Play therapy was offered to 12 pupils with in school and feedback from parents was very positive.
To improve reading, writing and maths	Provide a year 6 pupil , with a tutor 1 hour per week	EEF one to one tuition +5 Excellent and supportive relationships formed	Progress and attainment	Reviewed against progress and attainment Targets in provision map	£1200	Pupil was expected across the curriculum having made expected progress in literacy and better than expected progress in maths
To ensure that PP children have enhanced access to resources	Laptops and Chrome books for PP children	Access to technology may be reduced for PP children	PP Pupils able to access technology to support homework and learning apps also for home learning as needed	PP pupils able to complete homework and having access to apps e.g. spelling shed	£3000	During school closure 30 laptop/chrome books were loaned to families with PP given priority, This allowed for an increased/more effective engagement in home learning, Those pupils still struggling to engage were invited into school to access learning on site with adult support.

To ensure that barriers to learning are identified and strategies put in place by EP support for teachers	SBR with educational psychologist	Teachers supported to identify barriers to learning and having the confidence to put appropriate strategies in place.	Improved progress and attainment for focus pupils Monitoring of interventions and strategies	Feedback from class teachers Impact of strategies on provision maps	£1000	25% of pupils discussed with EP were PP. Staff reported the advice offered had a positive impact on pupils via strategies and staff confidence at support pupils needs. This included abstract discussions for pupils with complex needs who were due to start in Sept 21
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Whole school Policy						
Intended outcome	Action/intervention	What is the evidence and rationale for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
To ensure all pupils have access to school trips regardless of families financial constraints	School trips	PP families have lower income and without support some children would miss out on school trips Cultural enrichment is needed to succeed in life.	All pupils having full access to a broad and balanced curriculum. Pupils having experience of cultural capital and feeling part of the school	Attendance of pupils on school trips and reasons for non-attendance discussed with parents and school financial support if this is the barrier.	£1200	Due to covid restrictions there were less school trips than usual however funding was available to support PP children in year 6 for swimming



		EEF: collaborative learning +5	community through shared experiences			
To further develop inclusive practice to ensure the needs of all learners are met.	<p>Training for staff in differentiation and SEN across the whole curriculum.</p> <p>Whole school in:</p> <p>Dyslexia Colour blindness Incredible 5 point scale Sensory circuits Shadow reading Phonics Phonological awareness precision teaching for dyslexics Memory strategies Differentiation across the curriculum Adjustments to the learning environment for pupils with SEN</p>	<p>Spotlight on disadvantage report- NGA. The survey data revealed clear correlation between outcomes for all pupils and outcomes for PP children.</p> <p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</p> <p>QFT is one of the biggest drivers of pupil attainment, particularly those from a disadvantaged background EEF</p>	<p>Barriers to learning are clearly identified</p> <p>Teachers have increased confidence in differentiation</p> <p>Pupils have their needs met and make good progress across the curriculum</p>	<p>Regular monitoring to include learning walks, book scrutiny, pupil voice, observations</p> <p>Pupils progress and attainment tracked through PPM and data</p>	£1000	<p>Whole training was delivered to staff as planned with the exception of Dyslexia training due covid restrictions and STLS staff not coming in to deliver training.</p> <p>SENCO and subject leads delivered training on differentiation in foundation subjects. Which has had a positive impact on teaching and learning and also on staff confidence as evidenced in book scrutiny and observations</p>
To improve home school relationships with hard to	<p>Achievement for all</p> <p>Virtual coffee morning style</p>	<p>Relationships between home and school are crucial.</p>	<p>Parents feel that communication with school is improved</p>	<p>Parent surveys</p> <p>Improved outcomes for pupils</p> <p>Increased attendance</p>	£7000	<p>AFA delivered constructive conversation training to all teachers, this resulted in improved engagement with</p>

reach families and encourage greater parental engagement	<p>sessions for parents</p> <p>Use of Flesh Reading Ease scale to check readability of letters sent to parents to ensure accessibility for all. (Scale score of 70+ which is considered easy to read)</p>	16.4% of the UK population have very poor literacy skills- National Literacy Trust	Improve engagement with hard to reach parents			a number of hard to reach families. Weekly parent group on line meetings were trailed, on various days and at various time of day, however these were very poorly attended by parents. Staff member acting as flow has had a very positive impact on parent engagement, particularly for some previously hard to reach families.
PP Champion to ensure consistent, targeted and effective use of PPG	<p>PP champion regular monitoring</p> <p>Use of data to track progress and attainment of vulnerable groups</p> <p>Ensure PP are represented</p>	<p>NFER report on supporting attainment for PP</p> <p>Data driven and responding to evidence (supporting disadvantaged pupils briefing NOV 2015)</p> <p>Clear responsive leadership is key</p>	Positive impact of PPG for the outcomes for PP children in terms of progress, attainment and wellbeing.	<p>Regular monitoring to include learning walks, book scrutiny, pupil voice, observations</p> <p>Pupils progress and attainment tracked through PPM and data</p>		PP data has been monitored and analysed. As shown above. Observations were done when possible and book scrutinise undertaken. Data for PP show an improvement against 2019 figures which were the last figures published. With PP children reaching expected in RWM in KS1 up to 66% from 13% in 2019. PP children reaching expected in RWM up to 44% from 29% in 2019
To improve whole school attendance with particular focus on PP children to bring them in line with	Increased monitoring of whole school attendance with a focus on persistent absence pupils.	PP children are statistically more likely to have a higher rate of absence than non PP peers, it is difficult to raise	Attendance improves with a reduction in persistent absences	Reduced persistent attendance Improved attendance	£500	23/34 PA pupils ae also PP. The school attendance lead works with these families to improve attendance by meeting with families and offering support such as EH and wrap around care.

National and peers	<p>Rigorous first day calling.</p> <p>New Flo/attendance officer role with focus on increasing attendance</p> <p>Systematic rewards and celebration of good attendance</p>	<p>attendance if children are not in school.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p>				<p>Attendance did improve but remains above national. 10/23 PA were families that moved out of the area and then struggled to find ne schools, This was partly due to some schools not being able to except new during school closures and also due to lack of school places being available in their new area.</p>
To improve reading progress across the school but with a particular focus on those children with reading delays	<p>Staff training in interventions and supporting reading.</p> <p>Increased assessment in dyslexia assessment.</p> <p>Workshops for parents on reading at home</p> <p>New wholes NON Fiction reading scheme</p>	<p>In September 44% of children identified as having delays in reading were PP. PP are disproportionately affected as they make up only 26% of the whole school population</p> <p>EEF reading comprehension strategies +6</p> <p>One of the most effective teaching strategies for ensuring high levels of fluency</p>	<p>Improved progress for all pupils but particularly in pupils previously making slow progress</p> <p>Barriers to learning clearly identified and support strategies put in place</p> <p>Parents more confident in supporting reading at home</p> <p>Greater engagement in reading</p>	<p>Star reading tests</p> <p>Single word reading tests</p> <p>Parent attendance at workshops</p> <p>Parent and pupil voice</p>	£2000	<p>A new non fiction scheme was purchased for KS2 as this was an area that needed better resourcing. This has proved popular with pupils.</p> <p>There has been an increase in pupils being indetified with Dyslexia and a specific program of intervention devised by the school and the STLS service that has since been rollout across the North Kent area. All staff have been trained to deliver it. 100% of PP making expected progress in reading in year 6. 66% of PP made expected or better progress in year 2, despite online books being available and staff hearing pupils via</p>

		and accuracy is precision teaching				google classrooms. it is clear that home learning had a greater impact on reading for the pupils in year 2
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