

## Horton Kirby CE Primary School Pupil Premium Strategy Statement- Feb 2021, reviewed July 22

### Summary of information

There has been a significant increase of pupils eligible for PP since the start of the pandemic. The school continues to actively promote awareness of FSM to ensure families received the support they were entitled to. Prior to 2022, the PP population was consistently around the 12% mark. Since this time, PP % of total school has consistently been around 25%- and this is despite a general fall in school roll, due to transition to 1 Form Entry.

School	Horton Kirby CE Primary School				
Academic Year	2021/22	Number of pupils eligible for PP	63	Total PP Budget	£86,000
Total number of pupils	249	Whole school Percentage	25.3%	Date for next internal review of this strategy	July 23

### Previous Attainment 2020 (Teacher assessment)

There is a significant improvement in the attainment of PP children achieving expected in RWM combined, from 2019. 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)	KS2 PP 7 Pupils (Kent)	KS1 (National)	KS1 PP – 8 Pupils (Kent)
% achieving expected + in RWM	96% (75%)	50% (52%)	72% (66%)	63% (N/A)
% 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%)

Previous Attainment 2020-21 (Teacher assessment). KS1 Pupil Premium children have improved in all measures since last year, particularly in maths where they out-performed non pp children. They attained better than non- PP children in all other subjects except writing but only 3% below). This cohort engaged well during lockdown and with home schooling. KS2 achievement was less successful with all measures being below last year's school achievement and the last national figures from 2019 (although there is no recent national data to make updated comparisons – 2022 National data will be better to compare to when it is out). Despite attempts to provide computers/learning packs for targeted groups, this cohort did not generally engage well with remote learning, during lockdown. There are also high levels of complex need and poor attendance. We will be changing focussed interventions next year, as well as developing High Quality Teaching to address KS2 achievement.

	KS2 Non PP	KS2 PP 14 Pupils (National)	KS1 Non PP	KS1 PP - 8 Pupils (National)
% achieving expected + in RWM	76%	44% (52%)	62%	66% (N/A)
% 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%)

Current Attainment 2021-22: KS2. KS2 PP achievement significantly improved from previous years, both in school and when compared nationally. New, focussed and high quality interventions (Pixl) along with a drive to improve High Quality Teaching school-wide (introduction of Kagen procedures towards collaborative learning) seemed to have had an impact. PP funding was also used alongside the tuition funding to ensure PP children received extra tuition. 50% of Y6 PP children received extra tuition (making up 66% of the tuition cohort) and all of them achieved expected in these targeted subjects. Achievement at GD for KS2 PP was above national in all measures, except the combined measure which was 0% - this will be a focus next year. KS1 also significantly improved their outcomes from last year and were significantly above national figures in all measures. Targeted interventions (Pixl), along with High Quality Teaching (Kagen Structures) also helped this. 33% of KS1 children received extra tuition from PP and national funding and made up 66% of the Y2 tuition cohort. PP children performing broadly in line or better than peers in KS2 Reading and Writing and KS1 Reading and Maths.

	KS2 Non PP	KS2 PP 12 Pupils (National)	KS1 Non PP	KS1 PP 12 Pupils (National)
% achieving expected + in RWM	73%	66.7% (40.2%)	73%	58% (N/A)
% achieving expected + in Reading	78%	75% (58%)	90%	90% (48%)
% achieving expected + in Writing	90%	100% (56%)	74%	60% (38%)
% achieving expected + in Maths	83%	75% (51%)	86%	80% (49%)

## Planned expenditure 2021 to 2022

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 rational for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
To raise attainment in writing and maths, with a focus on greater depth PP children	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 SENDCO and SLs led INSET on adapting lessons and reducing barriers to learning	£10,000	This activity was for Y6 maths group – PP children in the smaller groups; successful with 75% achieving Exp compared to 51% Kent and 71% non PP nationally. 17% PP children got GD compared to 9% in Kent, Prog measures for maths PP: + 1.9 compared to -2.3 in Kent (exp national progress being 0).

	School-wide push for raising attainment of PP – obs focus and focus in book looks. Focus of PPMs and push for teachers and SLT to monitor					Attainment outcomes for PP children improved in all areas in KS1, EYFS, KS2 and Y1 phonics, being comfortably above national and Kent in all subjects (100% got expected in writing in KS2). Prog measures for PP children, were significantly above national and Kent in writing. New focus = PP achievement in GD and at combined level for Exp and GD
To raise attainment in reading, writing and maths	<p>Teaching assistants to support individuals and groups of pupils throughout EYFS, KS1 and KS2</p> <p>Training for all staff on new Little Wandle phonics programme</p>	<p>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 evidencing the high impact of effective feedback for all pupils. QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</p> <p>Phonics approaches have strong evidence that indicates a positive impact on</p>	Pupils make expected or better progress. Attainment for all pupils is in line or better than National	<p>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</p> <p>Focused on groups of children SENDCO and SLs led INSET on adapting lessons and reducing barriers to learning</p>	£55,800	<p>Staff had training in a variety of interventions including Pxl and internal INSET to adapt all teaching, including foundation subjects for SEND and children below expectations. Training on reducing barriers to learning and using technology to do so. Kagen training for all staff.</p> <p>Embed Kagen training next year – ensure new staff receive training and continue with parts 2,3,4.</p> <p>Improvement in phonics for all children (90% pass rate</p>

		the accuracy of word reading, particularly for disadvantaged children in early reading: Phonics   Toolkit Strand   Education Endowment Foundation   EEF				<p>compared to 73% in 2019) transmitted to PP at 60% - above Kent figure of 56%)..</p> <p>100% of PP Y2 retakes passed, compared to 35% in Kent and 44% national non PP.</p> <p>Continue with focus/activity in this area making sure early reading of PP children is focussed on in EY and KS1</p>
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.	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	<p>100% of observations were Good, with 50% being outstanding. Book Looks show that there is effective teaching and learning across the curriculum and any minor points for development have been addressed with staff.</p> <p>Training from subject leaders and SENCo have improved differentiation in foundation subjects.</p> <p>Continue with drive to increase number of Outstanding teachers and improving GD outcomes and combined outcomes for GD.</p>

		The survey data revealed a clear 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 rational for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
Improved outcomes for children, including disadvantaged who are on the cusp of GD and Exp in R,W & M	National Tuition Funding – part funded from PP budget (40%), timed to start in T3 – 15 sessions over 7/8 weeks timed to have impact for SATS	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low at-taining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	SATS/phonics results	Monitoring of registers for attendance/ monitoring of tuition groups by SLT	£2700	65% of tuition attendees were PP. (27out of 32). KS2: 5/6 PP children achieved at least Exp in reading, 2 of these were GD. 100% achieved at least expected in writing and maths. 2 of these were GD. KS2: 100% PP achieved Exp in Reading and Maths. 25% PP got GD in Maths. 50% PP got Exp in writing  100% of PP children receiving extra

						<p>phonics tuition passed.</p> <p>Successful support – continue next year, graduated to 60% PP funding.</p>
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	£2000	<p>Children receiving this support made good progress from their starting points, impacting progress in all subjects.</p> <p>SEND lead and TA introducing Speech Bubble intervention in 22/23 to aid communication for quiet/shy/selective mute children</p> <p>5 PP children accessed this support and made good progress from their starting points.</p>
To ensure that focus PP children have access to a balanced breakfast. To improve attendance	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 their progress and attendance tracked	£3800	Wrap around care has had a positive impact on attendance for those pupils for whom child care was a contributing factor to their poor

To support PP families with child care.						attendance. 5 PP children and school refusers improved attendance with this method Case studies comparing 2 academic years: Child A: 74.7% - 90% Child B: 84% - 93% Child C: 77% - 95%
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 (notional)	This was not needed this year as clothing was sourced from spare second hand stock within school.
Improve well being for PP children with access to counsellor and trust counsellor Regular well being surveys	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 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	Increased well being measured through SDQs and observation within class	SDQs Observation from class teachers Feedback from parents and pupils	£1500	Well-being surveys positive for PP children and 70% of children in receipt of counselling (5/7) are PP SENDCO on 'drawing for talking course to improve well-being for 22/23 academic year.



To ensure that PP children have enhanced access to resources	Laptop Chrome books and Ipads	Access to technology may be reduced for PP children  Technology is shown to reduce barriers to learning.	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	£4534	Ipads purchased for use in reading and accessing the curriculum for learning apps for all subjects and voice to text and use as word processors for reluctant writers. KS2 writing progress for PP at 2.2 above non PP peers (2.1) and significantly above Kent (-2.3)
To ensure that PP children have access to a wider school curriculum, including funding for swimming and trips, including year 6 residential trip and school clubs.	Pay for access to wider curr out of PP budget and encourage/monitor PP attendance of school and after school clubs.	PP families have lower income and without support some children would miss out on school trips Cultural enrichment is needed to succeed in life. EEF: collaborative learning +5	All pupils having full access to a broad and balanced curriculum. Pupils having experience of cultural capital and feeling part of the school community through shared experiences	Attendance of pupils on school trips and reasons for non-attendance discussed with parents and school financial support if this is the barrier.	£1200	2 PP children were able to go to the Y6 week-long residential dure to school paying 50% of costs out of PP budget. All PP children in all year groups from 1-6 had either the cost of accessing swimming lessons as part of PE curriculum paid in full or 50% contribution out of this allocation. School focus for PP attendance of extra curr clubs; 51% to 49% in favour of PP attendance in these clubs/activities. Funding for trips/swimming/ milk for 6 families. Continue to raise awareness and track/monitor

Whole school Policy						
Intended outcome	Action/intervention	What is the evidence and rational for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
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. 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</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 Pupils progress and attainment tracked through PPM and data</p>	£1000	<p>Whole training was delivered to staff as planned 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> <p>Also training on reducing barriers to learning using resources and technology.</p>

	Use of technology to reduce barriers to learning					
To improve home school relationships with hard to reach families and encourage greater parental engagement	<p>Achievement for all</p> <p>Virtual coffee morning style 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>	<p>Relationships between home and school are crucial.</p> <p>16.4% of the UK population have very poor literacy skills- National Literacy Trust</p>	<p>Parents feel that communication with school is improved</p> <p>Improve engagement with hard to reach parents</p>	<p>Parent surveys</p> <p>Improved outcomes for pupils</p> <p>Increased attendance</p>	£1750	<p>AFA completed constructive conversation training to all teachers, this resulted in improved engagement with 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 Flo has had a very positive impact on parent engagement, particularly for some previously hard to reach families. AFA training lost funding and was stopped, but teachers were able to sustain the training in their practise.</p>
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 achievement if	Attendance improves with a reduction in persistent absences	<p>Reduced persistent attendance</p> <p>Improved attendance</p>	£0	<p>Ongoing improvement and target to remain. Some individual successes with PP children and improved attendance but PP children still high amongst Pas, representing 54% of PA</p>

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>children are not in school.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step.</p>				<p>children. Although no national figures available for comparison.</p> <p>Continue activities, with specific and prioritised targeting of PP families</p> <p>Case studies comparing 2 academic years:</p> <p>Child A: 74.7% - 90%</p> <p>Child B: 84% - 93%</p> <p>Child C: 77% - 95%</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>All staff trained in Little Wandle phonics</p> <p>Increased assessment in dyslexia assessment.</p> <p>Workshops for parents on reading at home</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>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>Star reading tests</p> <p>Single word reading tests</p> <p>Parent attendance at workshops</p> <p>Parent and pupil voice</p> <p>Little Wandle Workshops for parents</p>	<p>£2000</p> <p><b>TOTAL SPEND = 86,784</b></p>	<p>Improvement in phonics for all children (90% pass rate compared to 73% in 2019) , transmitted to PP at 60% - above Kent figure of 56%). Focus on PP early reading from EYFS to end of KS1.</p> <p>100% of PP Y2 retakes passed, compared to 41% in kent and national non PP. Continue with focus/activity in this area making sure early reading of PP children is focussed on in EY and KS1</p>