

# Kingsway Infant School Pupil Premium

## Policy and Practise



### Aims

This funding is used and allocated in line with the regularly reviewed Kingsway Infant School Equality Objectives.

- To continually consider how well the school ensures equality of opportunities for all pupils.
- To Identify barriers to learning and participation to meet a diversity of needs.
- Continue to develop best use of Pupil Premium to support achievement for individuals and groups

### History

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Foundation Stage to Year 11. This category now includes any child that has been registered for FSM in the past 6 years (known as "Ever 6 FSM"). For looked after children the Pupil Premium was calculated using the Children Looked After data returns. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. Children who have been adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order are also entitled to Pupil Premium.

### Strategies:

- We will continue our focus on minimising the difference in achievement between vulnerable pupils and their peers; support pupils who both met the criteria and/or require additional support to achieve their potential; and provide **enrichment activities** to ensure that learning at Kingsway Infant School continues to be rich and cross curricular.
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels.
- Actively involve the Governors in the decision making and evaluation processes.
- Effectively monitor and evaluate the impact of spending.
- Strategies used will be personalised according to the individual needs of the children and their family.

- Pupil Progress meetings will continue to have all staff involved with the pupils in attendance with support from the SLT to ensure all strategies are in place to enable every child the chance to reach their full potential.
- Use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups eligible for Pupil Premium, and target intervention and support to accelerate progress.
- Class teachers and teaching assistants will be aware of Pupil Premium children in their classes so they can take responsibility for their progress.
- Staff appraisals will focus on disadvantaged pupils and their progress.
- The additional funding enables us to buy in training for the whole staff and individual staff members for example in Attachment Awareness, P4C, and therapeutic interventions. We aim to raise opportunities for all to talk and think at a higher level.
- We allocate some additional funding to **phonics resources and staff training** in order to raise the achievement level in the Yr1 phonics test. Data currently shows that our disadvantaged children achieve below National average in the test in Yr1 but by Yr2 are well above their peers.
- In addition to previous initiatives pupils will be offered specific music tuition as our data continues to show the impact on all who receive musical tuition and that they tend to make better progress than their peers. In this way we aim to continue to maintain high standards in English and Maths.
- Impact of funding for **Play therapy** has been phenomenal for specific pupils and the knock on effect has been an improvement in well-being and a reduction in low level disruption and exclusions caused by disadvantaged pupils with specific needs. This of course has had a positive impact on all pupils. Planned increase in this provision will allow more children and their families to have access to the mental health support they need.
- All initiatives which improve well-being and self-confidence also have a significant impact on progress and achievement. (See outcomes and impact)

## Reporting

It will be the responsibility of the Headteacher and subject leaders to report to the Governors on:

- The progress made toward narrowing the gap for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting

- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.
- The Governors of the school will ensure that there is an annual statement to parents on how Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

## **Outcomes and Impact**

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. The school will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through considered use of this additional funding our school is fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

Since this government initiative was brought in in 2011 the impact of Pupil Premium Funding for All at Kingsway Infant School

Pupils have benefitted by:

- Having their school recognised as the '**Best Primary School in the East of England**' in 2013/14
- Having a great range of Arts experiences to achieve the nationally respected **Artsmark Award** in 2013/14.
- Become a **P4C School** in 2014/15 learning the skills of Philosophy right from Foundation Stage
- Staff have Achieved **Investors In People Gold Award** in 2016
- Raised levels of overall achievement and progress to 'outstanding' levels.

## **Headlines from End of Year National Data 2017/18**

- Headline data for disadvantaged groups showed a significant gap for the first time at Kingsway Infant School in Reading Writing and Maths. In the last few years children who attract this additional funding achieve in line with or above the national average for All pupils at this age. Data analysis shows that this is very unusual and cohort specific.

\* Science data showed disadvantaged pupils achieved better than their peers as this was assessed on ability to speak and verbalise reasoning. A number of these children struggled with reading and writing in both Maths and English but were good thinkers and able to show their strengths in science assessments.

- Of the ten children eligible for PPG
  - 7/10 were on the SEND register. Of those 2/10 had significant learning difficulties and were being supported by outside agencies including: SPLD base, Speech and Language experts, the Educational Psychology service, receiving 1-1 support
  - 3/10 had attendance of 90% or below with large periods of illness which impacted on learning.
  - 3/10 were from EAL backgrounds and made great progress to achieve at Age Related Expectation.
  - More than half of those children eligible for PPG had significant home-life events during KS1 including: family breakdown, parents with long term or life limiting medical conditions, loss of family members and loss of home.
  - 8/10 had excellent progress across the curriculum from their starting points because PPG funding was well-spent.
  - Pupils predicted to achieve at GDS did not do so after significant illness and or trauma. Additional support and therapeutic interventions were put in place and progress was strong but not enough to achieve at the highest level.

Expected/ Age Related	School All	School Disadvantaged pupils	School non - disadvantaged	In- school Difference
Read	80	50	87	37
Write	77	40	85	45
Maths	79	40	87	47
Science	98	100	98	-2
Greater Depth	School All	School Disadvantaged pupils	School non - disadvantaged	In- school Difference
Read	25	0	30	30
Write	18	0	22	22
Maths	21	0	26	26

## Costs 2017/18

Allocation £50,160	Approximate Cost
1:1 tuition – Reading and Writing, Fischer Family Trust.	18,000*
Individual support to increase access and engagement socially and with the curriculum	
Learning mentor – to support specific pupils and families	4000*
Additional DSP to support CAF process for specific families	4000*
Lunchtime Learning Leader – to provide active learning opportunities on the playground	2000*
Family Support Worker	2,500
Enrichment projects – such as: Theatre visits, Pantomime	6000
Taking part in: Shakespeare Workshops, Great Fire of London drama day, Toys Workshop, Diwali Workshops	
Arts and Musical Experiences such as: Christmas Bauble Day, 'Frozen' Day, Music Workshops (St Georges Day), African Dancing + Drumming, African masks,	
Pupil Opportunities eg: Tuition for specific pupils in: Piano, Singing, Ukulele, Performing Arts + Electric guitar, drumming; Support with Breakfast Club; Class trips; uniform and PE kit vouchers + Extra-curricular clubs and activities	6,000
Well-being: Play Therapy and Family therapy	10,000
Staff training – Elklan, Attachment, Lego therapy and neuroscience + other therapeutic interventions	1000*
<b>Approximate costs</b>	<b>53,500</b>
<b>*PPG contribution towards costs school budget tops up full costs</b>	