



Pupil Premium

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The allocation is based on the number of pupils receiving free school meals (FSM).

Schools receive £1,320 for pupils in reception year to year 6 and the funding is allocated for 6 years, even if a child's circumstances change.

In the 2019 to 2020 financial year, schools will also receive the funding for each child registered as eligible for free school meals at any point in the last 6 years:



Pupil Premium Strategy 2020-21

Number of pupils on role	Total number of pupils eligible for PP pupils	Total PP budget
152	55	£73,975

Academic Year 2021-22

In school barriers for pupils
<ul style="list-style-type: none"> • Oral language skills are poor for some of our Pupil Premium pupils. This impacts across all areas of the curriculum • A lack of interest and motivation by some pupils during independent sessions slows and limits learning. • Social and emotional issues are evident within some pupils and many need to have their self-esteem and confidence raised. • Some children require additional support to retain and recall facts accurately especially in subjects such as maths and grammar. • Attainment and achievement of Pupil Premium pupils across school is lower than that of Non Pupil Premium pupils in most subjects and cohorts and this can impact significantly on whole school data – School recognises there are some in school variances and that there can be a gap between Pupil Premium and others against in school data and national data.
External barriers for pupils
<ul style="list-style-type: none"> • Attendance is a barrier for some pupils and the school continues to work on with parents and our Family Liaison Worker. 96% for Pupil Premium against 97% for our other children and 96.3% nationally. Alongside attendance is the need to support some of our most vulnerable families and try to engage them in their children's learning. • Engagement with school of some Pupil Premium families and the support parents/carers provide for their children is not as strong. Basic reading and phonics skills are a key issue for these pupils along with support with homework, spellings and the recall of mental maths facts. • Across school there are some identified pupils who have social, emotional and behavioural needs which impact directly on their learning and outcomes. • A lack of wholesome, enriching experiences outside of school for pupils is detrimental to their holistic development in certain subjects within the taught curriculum, for example writing about experiences. • Some pupils have fewer opportunities to develop their cultural capital through a lack of access to dance and music, the theatre, galleries and historical sites. • The education of all pupils was disrupted by the coronavirus pandemic and engagement with the school's remote learning programme was far less by many of our disadvantaged pupils, despite the government's scheme to provide digital devices for disadvantaged pupils. In addition, the staff felt that the experiences at home of many disadvantaged pupils were less positive and as a result this proved detrimental to their academic success.

Desired Outcomes

- Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet age related expectations and progress is at least good from their starting points. By implementing this objective other curriculum areas will see an impact as communication runs through all aspects.
- End of year expectations are improved and the vast majority of pupils are working at age related expectations and at least good progress has been secured from their starting points.
- Embedded assessment will ensure accurate feedback from teachers to challenge and extend pupils' learning and provide next steps.
- Identified pupils will improve their maths skillset and this will be evidenced by data, showing impact on attainment and achievement.
- Specialist provision and support for pupils allows them to concentrate and maximise efforts to learning within the classroom.
- Improve attendance to be at least in line with National data and 'others' in school.
- Parents feel supported by the school, are more engaged and have developed the knowledge and skillset to support their children at home.
- Pupils use their experiences within their learning and have developed improved life and social skills such as teamwork in preparation for their next stage of learning
- Pupils develop skills beyond the taught curriculum that help develop interests and motivation and which enhance their holistic development.
- The widening of gaps that emerged as a result of the coronavirus pandemic are reduced as a result of the support given to disadvantaged pupils.

Key Actions/ Areas of expenditure

Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve reading/phonics/ vocabulary skills across school.	<p>Whole school professional development linked to improving reading skills and widening children's vocabulary.</p> <p>Audit resources and ensure they are fit for purpose.</p> <p>1:1 or small group intervention for reading from our Pupil Premium TAs and teachers, targeting</p>	<p>Many different research projects evidence effective communication and 'Oracy' as being essential for pupils.</p> <p>As a school we identified the need to improve 'Oracy/ communication' and developing basic reading skills across the whole school as our pupils lack the wealth and breadth of vocabulary and skillset within this area. This has</p>	<p>Professional Development had been selected using research based evidence.</p> <p>Use INSET days, in house training sessions and staff meetings to lead reading initiative across school.</p> <p>Improving attainment and progress in reading remains a key issue and integral part of our School Improvement Plan with a wide range</p>	<p>English coordinators</p> <p>HT</p>	<p>January 2022</p>

	<p>areas for development after analysing previous books/test papers etc.</p> <p>1:1 daily reading and tables sessions specifically targeting PP children within their class by teachers and TAs from 8.45-9am</p>	<p>been chosen in order to impact PP children in all year groups.</p>	<p>of actions and evaluation points at key points in year to measure the impact.</p>		
<p>B. Improve overall attainment and achievement of Pupil Premium pupils through developing Quality First Teaching and high expectations.</p>	<p>Whole school Professional Development linked to QFT and expectations of pupils with regards National Curriculum.</p>	<p>Research such as 'Sutton Trust' and EEF toolkit show that 'Quality Teaching' can impact significantly on pupil's attainment and achievement and that in fact poor teaching can have a detrimental effect. As a school we recognise that QFT is crucial (wave 1) and that intervention should only be needed for the small minority or those pupils whose needs are specific beyond classroom practice.</p>	<p>Key focus across all aspects of School Improvement and Professional Development.</p> <p>Professional Development is led by key members within school and external support. Lesson observation and PM cycle linked to objective.</p> <p>Governors will monitor the quality of teaching and learning across the school.</p> <p>Pupil Premium TAs and other adults will be deployed effectively to target groups and individuals.</p>	<p>Headteacher</p> <p>SENCO</p> <p>SIP</p>	<p>December 21</p>
<p>C. Improve quality of feedback provided to pupils based on effective and robust formative and summative assessment systems/approaches.</p>	<p>Staff training on high quality feedback.</p> <p>Weekly focussed feedback both verbally and written.</p>	<p>We have identified the need for longer term change across school and have utilised some of the PP funding to achieve this. Many different evidence sources such as EEF toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school.</p> <p>Academic year 2016/2017 has allowed for small class sizes to help in the delivery of quality feedback for pupils.</p>	<p>Planned Professional Development around 'feedback and robust assessment.'</p> <p>Work scrutiny and subject monitoring to be carried out by key staff and governors.</p> <p>Lesson observations and embedded evaluation within School Self Evaluation cycle.</p> <p>Key Senior personnel leading on Assessment.</p> <p>TA PM cycle linked to feedback objective.</p>	<p>Headteacher</p> <p>Subject coordinators</p>	<p>December 21</p>
<p>Total budget cost: £3000- staff training (INSET), resources,</p>					

Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. Improve the reading skillset of identified Pupil Premium children through regular reading practice with an adult and interventions such as the Precision Teaching, and Ticking Text programmes.</p>	<p>Daily/weekly 1:1 sessions for identified pupils with Pupil Premium TAs</p> <p>Additional resources to be purchased to work on at home.</p>	<p>Proven research of impact both locally and Nationally from those schools who have invested in 'Reading Recovery' programme</p> <p>Skillset of trained 'Reading Recovery' specialist teacher can be utilised across school to impact on Teaching and Learning.</p>	<p>Designated deployment of Pupil Premium TAs to provide sessions before school opens each day, 4 sessions/week.</p> <p>Organisation of guided reading timetable to optimise learning opportunities for identified pupils.</p> <p>Regular assessment carried out provide clear entry and exit data. Feedback provided to SL Team and evaluated in meetings.</p>	<p>Class teacher and Pupil Premium TA</p>	<p>December 2021</p>
<p>E. Improve the emotional well-being of identified pupils to enable effective learning to take place.</p>	<p>Develop a specific areas within the school for our most vulnerable pupils to engage in intervention and catch up programmes.</p>	<p>Recent research has highlighted the impact poor mental-health can have on children's overall well-being and how it impacts detrimentally on academic attainment and achievement.</p> <p>We believe that the emotional well-being of some of our PP pupils is affected as a result of external factors such as bereavement, separation, anxiety and therefore we feel it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning.</p>	<p>Regular monitoring of activities and monitoring of attendance and academic progress.</p> <p>Regular feedback from Nurture team, PP TA to SLT and class teachers.</p> <p>Look for improvements in attendance and attitudes to learning in class observations or learning walks around school.</p>	<p>Pupil Premium TA</p> <p>SENCO</p> <p>Headteacher</p>	<p>March 2022</p>
	<p>3x weekly sessions over a course of the year provided by our specialist team of nurture TAs.</p>			<p>Pupil Premium TA</p> <p>SENCO</p> <p>Headteacher</p>	
	<p>Children who require further sessions and specialist support should be referred to the school SENCO.</p> <p>1:1 sessions provided by our Nurture TA for vulnerable pupils and those with low attendance and behavioural issues.</p>			<p>SENCO</p> <p>SC</p>	
<p>F. Staff are better trained in identifying</p>	<p>TA trained to deliver the Nurture Programme to</p>			<p>SENCO</p> <p>SC</p>	

and supporting vulnerable pupils	individual pupils and groups.				
G. Improve social and behavioural outcomes for identified pupils enabling effective learning to take place.	Weekly group and 1:1 sessions provided by Nurture Team and TA. Weekly group sessions provided by MAT team to support identified vulnerable pupils.	School has clearly identified pupils that have some social/behavioural needs that impact on their learning and overall well-being. By using specialist service and targeting areas such as 'positive play' this will allow highlighted pupils to concentrate on their learning.	Ensure identification of target pupils is transparent and recorded. Monitor behaviour but also monitor and evaluate whether improvements in behaviour translate into improved attainment.	SENCO Pupil Premium TA Headteacher	First monitoring point Dec 2021
H. Improve specific targeted English or Maths skills as highlighted and discussed with the class teacher.	Weekly sessions provided by Pupil Premium TAs. Pre-school intervention work/support.	Research shows that 1:1 support is highly effective for pupils in order to improve their learning. By targeting areas they need to improve in this way we have ensured that PP children make rapid progress and are closing the gap.	PP progress meetings with class teacher and separate sessions with Pupil Premium co-ordinator ensure children are making at least expected progress and any issues are identified and discussed.	Class Teachers Pupil Premium TA	December 2021 and then termly thereafter.
	Reduction in class size to enable smaller pupil/teacher ratios and closer targeting and monitoring of pupils.	Feedback studies tend to show very high effects on learning particularly in English and maths. Small class sizes ensure pupils receive higher quality feedback.	Monitoring of pupil progress within smaller classes will be frequent and rigorous. The use of school tracking will be used to assess the impact on pupils	Class teacher Pupil Premium TA	September 2021
Total budget cost: £ 44,000- Teaching staff, TAs, Nurture Group, Staff training					

Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
I. Increased attendance and punctuality.	Business Assistant monitors pupils across whole school and quickly intervenes using 'First day response' procedures.	<p>Pupils need to access learning in order to improve attainment and achievement. Research such as NFER demonstrates addressing attendance is key step.</p> <p>As a school we have recognised the need to impact on attendance for our PP pupils but also punctuality as pupils arriving 'late' for school can have just as much of a detrimental effect on learning as absence.</p>	<p>Close liaison between Headteacher, Business Assistant, SENCO and FLW in identification of pupils and effective procedures in place.</p> <p>Regular meetings with parents and pupils with low attendance to reinforce the effect on learning and school outcomes.</p> <p>Regular monitoring and evaluation of data (weekly) – planned and timely intervention provided if necessary.</p>	<p>Business Assistant</p> <p>SENCO</p> <p>FLW</p> <p>Headteacher</p>	<p>½ termly – first evaluation point October 2021</p>
J. Break down barriers for our most vulnerable Pupil Premium families by supporting parents/carers through how they can support their children at home.	<p>Nurture Team and TA will support highlighted parents in being able to effectively support their children at home, sharing activities carried out in school.</p> <p>Family learning sessions to be delivered in school for Pupil Premium children and open up to some others.</p> <p>Additional resources to be purchased to work on at home including digital devices and training for pupils and parents in the use of Google Classroom</p>	<p>Feedback and dialogues with staff and parents evidence that parents are at times unclear of teaching strategies in order to support their children.</p> <p>By enabling parents to support their children learning will be maximised both in school and out.</p> <p>By providing digital devices for children they are able to access a wider range of online resources to support them at home.</p> <p>Pupils can be targeted with specific sites and resources to use at home with parents.</p>	<p>Performance Management target set for TA to lead meetings and share targets with parents.</p> <p>Regular feedback provided at Headteacher and SENCO meetings with regards impact.</p> <p>Close monitoring by staff will focus on the use of devices at home and the quality and consistency of homework produced.</p>	<p>SENCO</p> <p>Pupil Premium TA</p> <p>Nurture TA</p> <p>Headteacher</p> <p>Headteacher/Govs</p>	<p>February 2022</p>
K. Provide enrichment opportunities and experiences for pupils	Residential visit for Y6 pupils	Opportunities and experiences help to widen children's horizons and	Planned residential visit that enhances the life skills of pupils	<p>All staff</p> <p>Go Ride leader</p>	<p>Termly – first evaluation point January 22</p>

<p>to widen horizons and impact on life experiences that can be used in learning.</p>	<p>Planned camping opportunity for pupils.</p> <p>Planned educational visits Planned educational visits that will provide a stimulus for learning.</p> <p>Planned weekend opportunities such as cycle rides/fishing.</p>	<p>provide pupils with experiences that they can discuss and draw upon in their learning</p> <p>As a school we feel it is important to support families/pupils in experiencing a variety of opportunities throughout their school years.</p>	<p>and consolidates social skills such as team work etc.</p> <p>Monitoring of pupil behaviour, attitude to learning and motivation along with monitoring and assessment of work (e.g. writing) following enrichment activities will provide evidence of its impact on pupils.</p>	<p>Headteacher</p> <p>Outdoor learning coordinator.</p>	
<p>L. Provide musical tuition to interested Pupil Premium children via the peripatetic teachers.</p>	<p>Children will be given opportunities to receive music tuition from peripatetic teachers in school. The cost of instrument hire will also be covered by the school.</p>	<p>There has been extensive research carried out about the benefits of learning a musical instrument. There are 18 key skills that children learn. See Appendix 1.</p>	<p>Headteacher to work closely with experienced peripatetic guitar, piano, drumming and flute tutors and ensure it is meeting the children's needs.</p>	<p>Paid peripatetic tutors</p> <p>Headteacher</p>	<p>Reviewed at the end of each term.</p>
	<p>Children given opportunities to join the Kilburn Hotshots</p>			<p>Music Coordinator to discuss with staff and select pupils for the group</p>	<p>Music coordinator</p>
<p>M. Provide extra-curricular activities for the children to enhance their opportunities to access sport/music/further learning.</p>	<p>All Pupil Premium pupils are entitled and encouraged to attend one club which will be funded for them each half term. There are a wide variety of sports, music and clubs to further learning on offer.</p>	<p>Opportunities and experiences help to widen children's horizons and provide pupils with experiences that they can discuss and draw upon in their learning as well as developing key skills in sport, music and further subjects. See appendix 1</p>	<p>The effect of these opportunities on our children will be reviewed with the Headteacher, Play Leader and their parents.</p>	<p>Headteacher</p> <p>Play Leader</p> <p>Coach</p> <p>Parents</p>	<p>Reviewed at the end of each term.</p>
	<p>Pupils given opportunity to attend the West End Theatre day in London. Visiting Pineapple Studio and watching The Lion King in the Cinema</p>				<p>Sept 21</p>

<p>N. Provide opportunities for pupils to work outside the classroom through a programme of outdoor learning.</p>	<p>Disadvantaged pupils will be given opportunities to experience working outdoor with a trained leader and support staff as part of our 'Trailblazer' programme</p> <p>Parents will be encouraged to take part in the sessions too and engage with the programme to help give them the skills to provide activities at home.</p>	<p>There has been wide research undertaken regarding Forest Schools and its benefits to children and their learning. See appendix 1</p>	<p>All pupils will now take part in a trailblazer session every week.</p>	<p>Headteacher</p> <p>Outdoor learning coordinator</p> <p>SLE</p> <p>Pupil Premium TA</p>	<p>Spring Term 22</p>
<p>Total budget cost: £10440- Extra-curricular activities, Residential, Music Tuition</p>					

Appendix 1 – Research documents to support the Pupil Premium Strategy:

<http://www.effectivemusicteaching.com/articles/director/18-benefits-of-playing-a-musical-instrument/>

The benefits of a Forest School approach to learning;

<http://onlinelibrary.wiley.com/doi/10.1111/1467-9604.12020/full>

The benefits of extra-curricular activities for pupils;

<http://education.more4kids.info/168/extracurricular-school-activities/>

Impact of the Pupil Premium Funding on Pupils in 2020-21

Data was generated using end of year assessments and teacher assessments

- 68% of our disadvantaged pupils achieved the expected standard in reading.
- 57% of our disadvantaged pupils achieved the expected standard in writing.
- 69% of our disadvantaged pupils achieved the expected standard in mathematics.
- 63% of our disadvantaged pupils achieved the expected standard in SPAG.
- Through our wider offer to pupils, e.g extra-curricular clubs and competitions, musical tuition and opportunities for outdoor learning, staff and parents report pupils' self-esteem and confidence has risen and their behaviour for learning is much improved.

- The nurture programme for disadvantaged pupils has ensured their social and emotional needs are well catered for so that they are ready to learn and embrace all aspects of school life.
- In addition to the actions listed above we also secured places for our disadvantaged pupils at a Derbyshire Children's Holiday Centre in Skegness, which made a positive contribution to their well-being.

Impact of the Pupil Premium Funding on Pupils in 2019-20

- Attendance for disadvantaged pupils has continued to improve (96.35%) and is now closer to that of others in the school and is above national average for all pupils.
- 10 pupils accessed 1:1 music lessons with peripatetic teachers and were allocated instruments to practise with at home.
- All 12 disadvantaged pupils attended the Year 6 White Hall Residential.
- Through our wider offer to pupils, e.g extra-curricular clubs and competitions, musical tuition and opportunities for outdoor learning, staff and parents report pupils' self-esteem and confidence has risen and their behaviour for learning is much improved.
- The nurture programme for disadvantaged pupils continued to ensure their social and emotional needs are well catered for so that they are ready to learn and embrace all aspects of school life.
- In addition to the actions listed above we also secured a further 8 places for our disadvantaged pupils at a Derbyshire Children's Holiday Centre in Skegness, which made a positive contribution to their well-being.