



Pupil Premium Strategy 2022/23 : Kempsford Primary School



Academic Year	2022-23 FY /21/22/23	Total PP budget	PP £7600 RP £2000	Date of most recent PP Review	March 2022
Total number of pupils	78	Number of pupils eligible for PP	9 ser' +4fsm	Date for next internal review of this strategy	March 2023

2. Current attainment

Attainment for end of Academic Year: 2020-21 (Y1-Y6)	<i>Pupils eligible for PP (pupils)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	83%	83%
% achieving expected standard or above in writing	66%	64%
% achieving expected standard or above in maths	83%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Social and Emotional Issues hamper some pupils progress.
B.	Poor writing skills harm some pupils progress- approach to the GSP used
C.	Application of GSP across the curriculum – base knowledge not linked to the reading attainment

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Social and emotional well being linked to the cost of living crisis
E.	Parents financial issues and the struggles to provide

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
--	---	-------------------------

A.	<p>PP pupils confidence is high in the classroom, allowing them to fulfil their potential and tackle challenges</p> <ul style="list-style-type: none"> Engagement within lessons to be monitored Pupil voice re well being to be used as a benchmark and then throughout the year Resilience through PSHE/Circle times/ learning skills with be monitored and evaluated. 	<ul style="list-style-type: none"> Approach to learning allows greater access and attainment from the starting point. Pupils can speak more openly about how they feel and how the approach these feelings. Pupils have further engaged in the AS curriculum and impact measured by participation and approach
B.	<p>PP writing skills are strong and fluent</p> <ul style="list-style-type: none"> GPS is measured by SS as being 100 or greater (baseline measurement taken) Handwriting and cursive script improved. Sentence construction is consistent Spelling program in place to support the writing within phonic sessions being used where relevant. T4W to support text types and structures. Through repetition of skills, moderated work will demonstrate progress 	<ul style="list-style-type: none"> Writing Stamina developed with the quantity of quality improving from the baseline Teacher assessment. Legible and coherent formation evident and is used to self-assess against the focused learning outcomes Sentence construction (eg, fronted adverbials and sub clauses) used effectively and consistently
C.	<p>Writing across the curriculum is of the same standard</p> <ul style="list-style-type: none"> Non Literacy 'books' to be monitored in line with core Literacy writing. Improved consistency in writing across all subjects Exemplar materials to be used on working walls will demonstrate children's progress 	<ul style="list-style-type: none"> Personalised feedback in lessons 1:1 intervention to support enhanced progress Close monitoring of data in Pupil Attainment Reviews and individual tracking by HT and CT Setting goals high during Pupil conferencing Marking stamps used against WALTs, greater amount of stamps demonstrates success.

5. Planned expenditure

Academic year					
2021 – 22 2022-23 (financial year 21/22/ and 22/23)					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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?

More PP children achieve Exceeding in R/W/M	Regular Learning Walks and Book looks to monitor and evaluate provision for PP children in the classroom	Quality First Teaching has the greatest impact on pupil progress.	Timetabled learning walks with findings shared with staff with follow up if necessary.	HT and Subject Leads	Termly
--	--	---	--	-----------------------------	---------------

ii. 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?
PP children's confidence is high	<p>Pupil Conferencing 3 x a year</p> <p>Science/Eco Team – target individuals for self-esteem work.</p> <p>Parent workshops for Phonics/Reading, Maths and approach's to Behaviour</p> <p>Behaviour policy monitored and reviewed mid-year for 'application'</p> <p>Celebration Collective worship and class reward system for individual class rewards</p>	<p>Parents wish to support children. Providing an insight into our approaches will benefit the children re consistency of approach</p> <p>% of parents who were supported to support their children increased, demonstrating that the parent knowledge base in some of the key skills needed supporting.</p>	<p>Part of the PFM process</p> <p>Staff meetings to disseminate process and the outcomes</p> <p>Monitoring of the Eco Council to see the impact that they are having within the school.</p> <p>Survey of parents who have attended the workshops in school which in turn will have had appositve on children out of school.</p> <p>Parent attendance at celebration events, different timings to be used and monitored to maximise parent engagement.</p>	HT/SENCO	Termly, in line with school monitoring

<p>More PP children achieve Exceeding in R/W/M</p>	<p>Group Interventions for certain PP children to help consolidate and progress their learning in all areas. All children on the provision map</p> <p>1 to 1 QFT to pre teach and deliver key learning points where judged appropriate</p> <p>CPD for teachers (subject specific pedagogy and approaches to parent engagement)</p> <p>HT + one other to attend UoG Curriculum Day.</p> <p>Signpost and access external services to support children through expert advice</p>	<p>In the past interventions have worked well to boost/support and consolidate pupil's understanding with small group and 1:1 support, tailored to their needs.</p> <p>UoG Curriculum Day provides up to date pedagogy based upon research for Curriculum areas.</p>	<p>Observations of small groups work</p> <p>Intervention trackers scrutinised by CT, SENCo and HT</p> <p>Regular data analysis and Pupil Attainment Data reviews to monitor progress with teachers.</p> <p>Pupil voice</p> <p>Regular meetings with families</p>	<p>HT/SENCo</p>	<p>Termly</p>
---	---	--	--	-----------------	---------------

All PP children's writing skills are strong and fluent	Targeted support for PP children who struggle with writing.	Precision teaching and 1:1 support have shown improved outcomes in the past.	Observations within non core writing.	HT/SENCo/Lit lead	Every 6 weeks
	Group and whole class 'free write' for engagement including role play. Parent workshops to inform and demonstrate the skills of writing and how they progress across the stages. Parent workshops to demonstrate approach to teaching writing, using T4W	Evidence from the 'writing café' in EYFS demonstrates that children can express themselves in many ways. Story boarding through art or play has shown a willingness to write.	Targeted 'discussion' groups within each class GSP and teacher assessment used regularly Book reviews monitored against the STA standards Intervention trackers analysed and evaluated by HT/SENCo		
			Targeted budget	£1000 (SENCo Lead release time) £1500 (Intervention Teacher/TA) £1000 cpd resources	

11. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implement action
Better engagement with home learning for PP pupils (carried over to support home learning as a consolidation/extension of the learning in school)	The loaning of laptops to allow PP children to access MyMaths and Bug Club at home Parent Hub to be created to support and assist parents/carers to support engagement.	Parents could not afford to buy Ipads which meant pupils could not access homework Through discussion, parent engagement in some instances is low	Office oversees the loaning out of Laptops. Pupil conferencing allows us to ask pupils about homework issues. HT regular meetings with ELSA ELSA reports to class teachers to inform of actions taken	HT	3 x a year

<p>Parents financial issues do not hinder well being and progress</p>	<p>Subsidise acrtivities including BC and ASC.</p> <p>Link with the Church and the foodbank to support families</p> <p>Sept 22 – provide 2 hot meals a week after school time for families</p>	<p>Rising costs not in line with benefits or salary increases.</p> <p>The approach will be a new initiative to support families within the locality</p>	<p>Liaise with office staff and the Church representative</p>	<p>HT</p>	<p>Regular conversations with office staff.</p>
--	--	---	---	-----------	---

			Budgeted costs	£2500
--	--	--	-----------------------	-------

6. Review of expenditure

Previous Academic Year	(financial year 20/21)
-------------------------------	-------------------------------

1 Quality of teaching for all

Desired outcome	Chosen action/approach	impact: medium	Lessons learned	Cost
ELSA role implemented	To begin the role of ELSA and to set up systems to identify children for 'referral'	Medium- Monitored through reports that the ELSA created	<ul style="list-style-type: none"> • More frequent learning walks and book looks with a PP focus will give more focused and targeted support, with opportunities for teachers to act on feedback. • Further clarity of identification of children and a greater identification of need and which 'intervention' may support the child • The role is in place with a colleague appointed. • The role is in its infancy as training in ongoing whilst a colleague is in post. • Process in place for identification of need and programmes of support are in place for children. • For some children, there has been a positive impact relating to their friendships groups and learning behaviours 	£7000 + £660

2 Targeted support

Desired outcome	Chosen action/approach	impact: medium	Lessons learned	Cost
-----------------	------------------------	----------------	-----------------	------

To maintain learning behaviours in line with school expectations	Purchase external support from SCAPs and private counselling service	<p>For some children, the impact from SCAPs was noticeable. Learning behaviours within the school improved and allowed greater progress both within the classroom environment and also the social aspects.</p> <p>After a prolonged period of time, both SCAPs and counselling had a limited impact on an individual. Reporting evidence showed small impact, however, the outcomes were limited</p>	<ul style="list-style-type: none"> • Purchase additional Ed Physch provision and ATS • Survey home support for children and plan resources that can be used outside of school. • Continue staff CPD as new colleagues will be joining the school in September 2022 	£2000
--	--	--	--	-------

3 Targeted support

Desired outcome	Chosen action/approach	impact: good	Lessons learned	Cost
To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks.	<p>Purchase of resources and further staff CPD</p> <p>Support for uniform and equipment</p>	<p>Standardised scores within reading demonstrate an increase for the majority of children indicated an increase in pupil performance (pupil data March 2020)</p> <p>Learning behaviours and independent abilities demonstrated a more positive, confident attitude to learning.</p>	<ul style="list-style-type: none"> • Focus on resources and experiences that could further assist with the curriculum. • Boxall licence • Further intervention programs such as power of 2. 	£1500

4 Targeted support

Desired outcome	Chosen action/approach	impact: good	Lessons learned	Cost
Increase participation in extra-curricular visits and clubs.	To ensure <i>all</i> children are given the same opportunities to access extra-curricular activities as their peers and access to school trips and residential experiences	<p>Children that attended clubs and extra curricular activities increased. Not all attended and this needs developing further. External trips allowed for development of social interaction.</p> <p>NB – Covid 19 reduced the use of PP money set aside for trips and residential allocation – PP money redirected to support PP families with food vouchers and resources for home. One laptop has been allocated.</p>	<ul style="list-style-type: none"> • Provide financial support for experiences to share with their peers. • Facilitate access to external experiences through, these may include farm/forest school days with a member of staff. • Parent support hub to support parents, based upon identified need. • Support funding for extended services to provide provision. 	£2600

5 Targeted support

--	--	--	--	--

