



PUPIL PREMIUM PLAN 2019-2020

Proposed spend of Pupil Premium

The **Pupil Premium** provides funding for pupils as shown in the table below and schools are held accountable for the spending of these monies. Performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

PUPIL PREMIUM (PP) GRANT ALLOCATION 2019 – 2020. Actual amounts to be confirmed in February 2020.		
Amount of PP grant received per pupil	Total amount of Pupil Premium (ESTIMATE)	
	Funding Amounts	Eligible Pupils
Pupils who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1,320 per child)	£174,240	132
Pupils who have been continuously looked after for the past six months within the council (£1,700 per child) – £2300 <i>pre virtual head figure</i> .	£3,400	2
Pupils who are adopted from care under the Adoption and Children Act 2002 1 or who have left care under a Special Guardianship or Residence Order (£2,300)	£16,100	7
Pupils whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)	£600	2
Total estimated Pupil Premium 2019-20	£194,340	



Kelvin Grove Primary school is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. Our key objectives in utilising the Pupil Premium Grant are to close the attainment and progress gap between eligible students and their peers.

This document details the proposed spend of the Pupil Premium, committed to narrowing the attainment and progress gap further.

The FIVE key objectives:

1. **Curriculum:** to develop and maintain a broad and balanced curriculum that provides new experiences, develops communication, language, key knowledge and skills and is vocabulary-rich, stimulating the children and motivating them to learn thereby ensuring PP students in all years make progress in line with or exceeding the progress of their non PP peers.
2. **Teaching and Learning:** to further develop how assessment is used across school to identify Pupil Premium pupils who need additional support to enable them to make good progress and achieve well, particularly in KS1.
3. **Wider Outcomes:** to provide a range of enrichment activities for students, no matter what their background to access learning opportunities outside the classroom
4. **Pupil Welfare:**
 - (a) **Nurture:** to support the most vulnerable pupils in school
 - (b) **Behaviour:** to support our most vulnerable pupils, including those at risk of exclusion
 - (c) **Attendance:** to continue with strategies that ensure Pupil Premium attendance remains in line with or above whole school attendance
5. **Early Years**
 - (a) to diminish the differences in pupil outcomes with a focus on addressing speech and language needs and reading.
 - (b) to further develop assessment to monitor this cohort and ensure pupil premium children are making accelerated progress, receiving swift intervention when needed.

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)



Key Objective 1: Curriculum: to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers

Actions	Resources/Costs	Person responsible	Monitoring and Evaluation	Success Criteria
1. To deliver an extensive programme of targeted interventions to ensure pupils at risk of falling behind Age Related Expectation quickly catch up.	Pupil Premium Funding budget for Teaching Assistants: TA 50% of salary = <u>£14,716.50</u>	DHT	HT Gov. Body	Narrowing attainment gap between pp and non-pp pupils.
2. Year 6 pupils to receive daily intensive support through quality first teaching in focused Mathematics and English ability groups.	55% of DHT' salary <u>£34,464</u>	DHT	HT Gov. Body	% Pupils making expected progress and above continues to exceed national. Year 6 pupils meet and exceed national ARE at RWM combined.
3. SEN/LAC child to receive 20 hours of 1:1 support from TAL3	Pupil Premium Funding budget for SEN Teaching Assistant: Salary for SEN TA 1:1 20 hrs <u>£13,522</u>	SENCO		Support moving towards a single health education plan
4. Maintain daily individualised pupil reading programme and comprehension activities to accelerate reading progress and narrow the gap between pp and non pp children.	Renewal of Accelerated Reader and Star Reader subscription: Accounted for in 2.1	DHT	SLT Gov. Body	Accelerated progress for all groups of students.
5. To address language and communication needs	KS1 Talk Boost TAPS already trained in this so no additional training cost this year.	HT	HT	To ensure PP children's language and communication is in line with non-PP children.

Key Objective 2: Teaching & Learning: to further improve teaching and learning across school and for targeted cohorts

Actions	Resources/Costs	Person responsible	Monitoring and Evaluation	Success Criteria
<p>1. To narrow the gap between the percentage of Pupil Premium children attaining Greater Depth in Reading, Writing and Maths at Key Stage 1 & Key Stage 2.</p> <p>(Part of a whole school initiative – see School Improvement Plan)</p>	<p><u>License: £2,162</u></p>	<p>DHT/HT</p> <p>HT</p>	<p>Gov. Body</p> <p>SLT</p>	<ul style="list-style-type: none"> • Increase in % of ALL pupils who achieve Greater Depth at KS1 & KS2. • Pupil Premium children to perform in line with National PP children at Greater Depth. • Accelerated progress in Maths for targeted pupils. <p>Targets to be calculated based on prior attainment of children eligible for Pupil Premium.</p>
<p>2. To create a Key Stage 2 Supported Provision group to support academic, emotional and social needs.</p>	<p>50% salary for TA supporting all English lessons = <u>£14,716.50</u></p> <p>Full Time KS2 Teacher 50% of salary = <u>£20,632</u></p>	<p>HT</p>	<p>DHT</p>	<ul style="list-style-type: none"> • Focused responsive teaching to address basic skills, i.e. reading, writing, speaking and listening and numeracy • Age appropriate behavior and social skills.
<p>3. Procurement of materials and CPD opportunities to improve teaching and support given to pupils in their learning and accelerate progress throughout the whole school.</p>	<p><u>Total: £6,432</u></p>	<p>SBM</p>	<p>SLT</p> <p>Gov. Body</p>	<p>Further improve the quality of teaching over time so it impacts on progress from starting points in all subjects from Early Years to Year 6 and that the gap between all pupils and disadvantaged close, in line with the milestone and targets.</p>

Key Objective 3: Wider Outcomes: to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom.

Actions	Resources/Costs	Person responsible	Monitoring and Evaluation	Success Criteria
<p>1. Implement an engagement subsidy to enable PP students to fully access the free extra-curricular activity.</p> <p>- Breakfast Club</p>	<p>Breakfast Club TAs Salaries</p> <p><u>Total = £1784</u></p>	<p>SBM</p>	<p>SLT</p> <p>Gov. Body</p>	<p>An increase in attendance figures and reduced lateness for disadvantaged pupils. Also, support for those students who do not have breakfast by employing staff to enable school access.</p>
<p>2. Action 2: Maintain a culture of aspiration, enable all students to access a range of social and cultural experiences.</p>	<p>PP contribution to support educational visits.</p> <p>New curriculum trips – one trip per term to be subsidised for each class.</p> <p>£112.86 per class per academic year x 14 classes in total = <u>£1580</u></p> <p>To support wider curriculum and wider community. Experiences to develop cultural capital.</p> <p>Artists <u>£8,000</u></p> <p>Theatre experiences <u>£2,000</u></p>	<p>HT</p>	<p>SLT</p> <p>Gov. Body</p>	<p>Equality of opportunity for all pupils irrespective of family financial circumstances.</p>



Key Objective 4: Pupil Welfare:

- (a) **Nurture:**
- (b) **Behaviour:**
- (c) **Attendance:** to further develop strategies addressing the attendance gap between PP non PP students

Actions	Resources/Costs	Person responsible	Monitoring and Evaluation	Success Criteria
<p>1. FSW To target intervention and support for vulnerable families, including pp pupils. This will include:</p> <ul style="list-style-type: none"> - 1:1 support - Small group intervention - Nurture Groups - Family Learning - Coordination of TAFs Team Around the Family 	Retention of FSW subsidy £34,202	<p>FSW</p> <p>DHT</p>	<p>HT</p> <p>SLT</p> <p>Gov. Body</p>	Kelvin Grove sits within the heart of the community that it serves. School recognizes the impact that social and emotional issues can have on a child and ultimately their success at school. While programs cannot always be quantifiable in terms of hard data, their impact is evident.
<p>2. Deputy Headteacher responsible for Behaviour & Pupil Welfare</p> <ul style="list-style-type: none"> - Behaviour overview, strategic analysis, support packages - Attendance monitoring and actions, alongside FSW and Admin Support (See below) to reduce the attendance gap between pp and non pp pupils - Synthesis of pupil information on behaviour, attendance and safeguarding 	Deputy Headteacher:– accounted for under Key Objective 1.	DHT	<p>HT</p> <p>Gov. Body</p>	An improvement in attendance which narrows the gap between school and national average/ expectation. Improvements to be most marked with pp premium pupils.



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<p>3. Family Support Worker and SENDCO to coordinate the provision of counselling services for PP children where free counselling is unavailable.</p> <p>In light of financial cuts to Mental Health services and in line with the departmental advice from the DFE –Counselling in schools: A blueprint for the future- February 2016, Kelvin Grove will employ a school-based Counsellor to fit within the whole school approach to pastoral care.</p>	<p>Provision of counselling service via Children North East. 40 sessions at £45 per session = £1800</p>	<p>SENCO</p> <p>FSW</p>	<p>HT</p> <p>Gov. Body</p>	<p>All pupils and families will understand that emotional well-being is important and there will be no stigma attached to accessing support services.</p> <p>Pupils engaged with the service will show improved resilience, self-esteem, happiness and behaviour. Issues such as self-harm will be significantly reduced. Anger management and reduced anxiety levels will reduce disruption and aggression.</p> <p>Children will be enabled to achieve their best outcomes – emotionally and academically.</p>
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Key Objective 5: Early Years

Actions	Resources/Costs	Person responsible	Monitoring and Evaluation	Success Criteria
<p>1. Establishment of social communication groups incorporating one to one and small group work delivered by trained learning support assistant.</p> <p><u>FOCUS</u> Speech and language: Language for comprehension</p>	<p>Teaching Assistants Salaries: £30,027</p>	<p>Early Years Governor</p> <p>SLT</p>	<p>Progress is monitored through observations and evaluation and through tracking</p>	<p>Narrow the attainment gap in oral aspect of Communication and Language between children in receipt of EYPP with other children and ensure these children make good progress.</p> <p>Children's vocabulary will increase, and they will be more motivated to share experiences as their</p>

<p>Small group sessions using Scheme of Work for Speech and Language to support children's communication and language skills to build a firm foundation for future Literacy skills.</p>				<p>confidence increases. Children will be able to draw on their experiences and talk more confidently about what they have been doing.</p> <p>Training for all practitioners on the use of ECAT strategies to support C+L Use of Child Monitoring Tool is embedded. Systematic use of ECAT materials + strategies.</p>
<p>2. Developed use of early year's foundation stage tracking tool to monitor this cohort and ensure pupil premium children are making accelerated progress.</p> <p>Target swift intervention for pupils entitled to Pupil Premium Funding.</p>	<p><u>Accounted for in 2.1</u> EExAT for assessing, tracking, documenting, moderating and reporting children's learning Birth-5yrs.</p> <p>Accurate practitioner-led assessment across all areas of learning, characteristics of learning and levels of well-being and Involvement.</p> <ul style="list-style-type: none"> – Clear assessment statements drawn from Child Development which track progress against 6-monthly age-related milestones. – In-setting moderation and training using high quality exemplification materials. – Observations, images, video clips tagged to children's trackers to document progress between assessments. – A comprehensive range of reports to show attainment and 	<p>Early Years Teachers.</p>		<ul style="list-style-type: none"> • Expectations re: recorded evidence in files and pupil books to be made explicit • Children are able to move forward in their learning as all staff have a clear and accurate assessment of their needs • Consistent, high quality approach to assessment.



	progress of individual children and specific groups. – Parent Portal for online exchanges including stunning, easy to create Learning Journals.			
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Total Projected Income	£194,340
Objective 1	£67,702.50
Objective 2	£43,942.50
Objective 3	£13,364
Objective 4	£36,002
Objective 5	£30,027
Total Planned Expenditure	£186,038
Total Forecasted Expenditure	£187,266
Projected carry over to FY 2020 - 21	(£194,340 - £187,266) + Opening reserve £3,758 = £10,832