

Pupil premium strategy statement

Great Kingshill CE Combined School - *A member of Kings Education Trust*



School Vision:

“Courage, love and respect are the values we seek to develop in all our children - helping them to grow and allowing them to take their place at the table of life, sharing the responsibilities as future custodians of the world God created for all of mankind.”

School Aims:

- To provide a rich and variety curriculum that is well sequenced and enables pupils to engage in exciting learning opportunities.
- To unlock the potential in every child, to find their passion, encourage them to dream and be the best they can be.
- To promote fun and engagement as the foundations of life long learning.
- To develop social responsibility and enable pupils to understand their need to contribute to the wider world.
- To promote pupils who are physically healthy, knowledge rich and mentally robust.

School overview

Metric	Data
School name	Great Kingshill CE Combined School
Pupils in school	402
Proportion of disadvantaged pupils	8% (32/402)
Pupil premium allocation this academic year	FSM - £22440 E6- £5280 LAC- £4600 Post LAC - £6900 Service £1200 Total: £40,420
Academic year or years covered by statement	2019-2021
Publish date	01.01.2020
Review date	01.01.2021
Statement authorised by	Local Governing Body
Pupil premium lead	Samantha Garner
Governor lead	Roger Grant

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.44
Writing	0.67
Maths	-3.82

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	10%
Measure	Activity
Priority 1	Continue to embed Maths Mastery across all year groups.
Priority 2	Ensure a culture of reading for pleasure is developed throughout the school and high quality text are used to develop pupils love of reading.
Priority 3	Ensure identification and targeted teaching of more able disadvantaged pupils across both reading, writing and mathematics and develop their emotional resilience.
Barriers to learning these priorities address	Ensuring teachers use high quality resources and are well planned to deliver high quality lessons. Ensuring same day interventions take place for disadvantaged pupils to prevent gaps from appearing.
Projected spending	£12000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	September 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0.67)	September 2020
Progress in Mathematics	Achieve average KS2 Mathematics progress score: (0)	September 2020
Phonics	Achieve above national average expected standard in PSC 86%	September 2020
Other	Improve attendance of disadvantaged pupils to average (97%)	September 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase Power maths resources Attend power maths training Work with Bucks Maths hub on delivery of Maths Mastery
Priority 2	Buckinghamshire reading for pleasure project Oxford Story Museum outreach project
Priority 3	To actively promote pupils mental health and wellbeing through compass lessons and PHSE
Barriers to learning these priorities address	Ensuring high quality maths resources are used Promoting reading for pleasure and ensuring pupils engaged in rich text Ensure pupils are robust learners who are mentally resilient to deal with the challenges of school life
Projected spending	£14,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Same day keep up interventions used for Maths Mastery
Priority 2	Story telling and sharing of whole school text in collective worship
Priority 3	Embed values based education – VBE Quality Mark Continue to embed compass for life All staff to be trained as mental health first aiders
Barriers to learning these priorities address	Enable pupils to maintain pace with their peers
Projected spending	£14000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring there is sufficient CPD is provided to support the implementation of the Maths Mastery	KS1 and KS2 maths leaders attended maths hub training and now working to support staff in school
Targeted support	Supporting staff development in the confidence to deal with pupils mental health	Full staff inset January 2020 on Mental Health First Aid
Wider strategies	Ensuring there are sufficient adults to deliver 1:1 keep up interventions	Allocation of LSAs to each year group to manage interventions

Review: last year's aims and outcomes

Aim	Outcome
<p>Teaching and Learning</p> <ul style="list-style-type: none"> To ensure that quality first teaching enables the majority of vulnerable pupils to be secure in their A.R.E by the end of their milestone (Yr 2,4,6) To ensure that 1:1 Keep Up not Catch Up interventions are in place for all pupils eligible for PPF thus enabling these pupils to make more than the expected rate of progress 	<p>Quality of teaching is at least good in all year groups.</p> <p>The gap between the vulnerable pupils and all other pupils narrowed</p> <p>100% of disadvantaged pupils in Year 1 achieved PSC</p> <p>Governors receive termly reports on the outcomes for all pupils</p>

<ul style="list-style-type: none"> • To ensure that disadvantaged pupils in Yr1 and Yr2 achieve the expected standard in the phonics screening check • To ensure that vulnerable pupils are identified in Early Years/Preschool and interventions put in place • To ensure that all staff and governors are aware that attainment and progress for our vulnerable groups is a key priority • To ensure that as a school we have a core drive to raise attainment and aspiration for our most vulnerable pupils 	<p>The preschool have made several referrals for pupils and have moved these pupils through the system that previously experienced by the school.</p>
<p>Emotional Wellbeing</p> <ul style="list-style-type: none"> • To ensure that all disadvantaged pupils, and their families, receive support both practical and emotional to ensure full engagement in learning. • To ensure that pupils are provided with emotional support to enable them to achieve their best whilst in school • To support pupils with behavioural needs 	<p>Feedback from parents who have engaged with family support worker and pastoral team is overwhelmingly positive</p> <p>The family support worker engages with approximately 20 children a week, some of these children are long term support and others are short term crisis management support.</p> <p>The number of pupils experiencing behavioural difficulties has dramatically decreased. The new school rules enable pupils to clearly understand the expectations and what is expected of them.</p>
<p>Parental Engagement</p> <ul style="list-style-type: none"> • To support parental engagement • To ensure that parents have access to core services 	<p>Open classrooms have been used as a method of enabling parents to understand what goes on in school. These have been well attended by all parental groups.</p> <p>The family support worker is available on the playground each morning for parents to engage with, she can also be contacted via the office. As a result of this parents know where to find her and she is able to effectively signpost them to the appropriate support.</p>
<p>Enrichment Opportunities</p> <ul style="list-style-type: none"> • To provide access to additional opportunities for pupils to enrich their educational experiences 	<p>Funding was provided for all pupils from disadvantaged backgrounds to attend extra curricular activities / residential trips.</p> <p>As a result of this 100% of vulnerable pupils attended the residential trips in Year 5 and 6.</p>

	<p>Those who wish to take part in the Year 5 Echoes performance at the Royal Albert Hall at no cost to their parents.</p> <p>Any pupils in receipt of PP funding who wished to attend an extra-curricular club or music lessons were funded by the school.</p>
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