

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 |
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| <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> |

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| | <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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