



## Kings Ash Academy Pupil Premium Strategy 2020-21

### Amount of Pupil Premium funding received

Number of Pupil Premium pupils eligible	238
Total Pupil Premium received £	309,245
Total Spend £	307,724

### Barriers to achievement

At Kings Ash Academy we have identified the following barriers to achievement for some children:

<b>Barrier</b>	<b>Evidence/Reasoning</b>
Access to language / development of vocabulary from an early age.	Throughout the school last year, speech and language SEN needs accounted for 36% (61/171 pupils) of all SEN needs. A further 44% (76/171 pupils) are SEN for learning. COVID-19 limited opening is likely to have impacted this as well.
Behaviour - some pupils have specific social and emotional needs that affect their learning.	Although exclusions continue to reduce (1 permanent in 2019-20 year and 15 fixed term (compared to 35 in 2018-19), there are still a large number of pastoral support callouts (averaging 7.1 per week across the 2019-20 academic year). Due to COVID situation, pastoral staff will be assigned to year group bubbles to support where need is greatest. This support will be offered to any child within the bubble, looking to be proactive instead of reactive. Last academic year, 35% of callouts were attributed to 5 pupils, 55% to 10 pupils. This will give the opportunity to support these pupils more bespoke.
Parental engagement with school e.g. support with homework, attendance at information evenings, awareness of requirements and standards in the new curriculum.	Although parent attendance at parent's evening has been consistently high at around 90% last year, COVID-19 will present challenges this year. Additional focus will still be required to ensure parental engagement remains strong although it may not be face to face. During Summer term 2020, teachers were able to talk to the majority of parents weekly. The school will also prepare for the event of localised lockdowns or a further national lockdown to ensure parents are clear about expectations for learning at home. Teachers/support staff will need to frequently call home to check pastorally and educationally as this has been very beneficial during limited opening.
Access to information / experiences that inform about the wider world.	Children across the school need to continue to be offered the opportunity to experience activities/visit places they would not usually explore to support their learning. Last year, across the school, this led to an narrowing of the attainment gap between P.P. and non P.P pupils (see 2019-20 Pupil Premium Review - 'Focused intervention across school' section. Providing these wider opportunities helped in achieving this improvement so these must continue. Government guidance regarding on-site visitors and offsite visits will continue to be monitored to ensure, where possible, these opportunities can be permitted safely. Alternative options will be explored i.e. GoogleMeets.

<p>Access to technology.</p>	<p>The whole school pupil premium % is 63%. We must ensure these children continue to have access to technology and programs to support learning that they may not have access to elsewhere. This will continue to include Accelerated Reader, myMaths, TTRockstars, Google Classroom and use of Chrome Books within school. Additional curriculum opportunities will continue to be provided through computing projects including 'LEGO' and STEM projects. LEGO resources have been purchased for whole class use at KS1 and participation in LEGO league competitions for Year3/4 and 5% will continue.</p>
<p>Lack of aspiration usually as a result of lack of self-esteem or limited awareness of the range of opportunities that exist</p>	<p>Children need to continue to be given a rich and varied curriculum that supports them in exploring their future opportunities. The use of 'Big Idea' learning with overarching questions that direct learning, may have helped contribute to improved attendance in 2019-20 (see 'persistent absence and double disadvantaged' section below). Following last year's successful introduction of the 'Big Ideas', these will continue to need to be adapted, especially with the COVID-19 situation; pastoral and emotional wellbeing are being heavily included in the first Big Idea at least. To limit the number of adults in and out of bubbles, initially Music will not be taught by the specialist teacher, French will be taught remotely via GoogleMeet and Sport will continue as normal.</p>
<p>Persistent absence &amp; double disadvantaged</p>	<p>P.P attendance for 2019-20 was 94.7%, within 0.1% of whole school attendance. Persistent absence will need to be monitored and individual children supported to improve attendance, especially during full return to school following COVID-19.</p>

Key expenditure: how the allocation will be spent

Focus	Intervention	Allocation £
English & Maths	- Booster English and Maths sessions (and conferencing) for disadvantaged pupils including more able	<b>36,800</b>
	- Maths support for Year 4,5,6 (5 initially)	
	- Accelerated Reader & HLTA intervention & Literacy intervention support teacher (Year 2 ini	<b>1,250 + 5,192</b> <b>5,192</b>
	- Focused TA (1:1) and teacher intervention across the school	<b>13,370</b>
	- RWInc training, resourcing and intervention support	<b>6,565 + 5,681</b>
	- FreshStart HLTA & TA intervention	<b>2,165</b>
	- Purchase of Rethink Reading resources	
	- Yr6 revision guides	<b>200</b>
	- MyMaths subscription	<b>300</b>
Attendance	- Attendance officer to follow up persistent absence	
	- Attendance officer available daily for all children late to school - dependent on COVID-19	<b>8,247</b>
	- Walking Bus	<b>0</b>
Language, Personal, Social and Emotional	- Breakfast Club	<b>1,050</b>
	- Speech and Language Support	<b>4,743</b>
	- Educational Psychologist	<b>7,902</b>
	- Nurture provision through the HIVE & lunchtime provision - dependent on COVID-19	<b>36,872 + 4,901</b>
	- Pastoral support and intervention	<b>34,555</b>
	- SEN staff & training	<b>57,440 + 1,500</b>
Personal and Social (1) - opportunities are dependent on COVID-19	- School trips and residential	<b>1,500</b>
	- After-school and lunchtime clubs including sport after school	<b>24,471</b>
	- Other opportunities for gifted and talented students	<b>500</b>
	- Visitors in school and 'hook' activities	<b>2,000</b>
Personal and Social (2)	- Family Support Interventions	<b>38,413</b>
	- Access to technology	<b>2,415</b>
	- EYFS - 2year old provision	<b>4,500</b>

Area of Spend	Intended Outcomes	Actions
Booster English and Maths sessions for Year 6 disadvantaged pupils including more able	<ul style="list-style-type: none"> <li>- Continue to accelerate progress and improve on pupil outcomes at the end of Year 6.</li> <li>- Further close the gap between P.P and non P.P pupils (narrow again from last year).</li> <li>- Consolidate use of pupil progress grids to ensure teacher awareness of P.P pupils and ensure appropriate provision is in place for reading, writing and maths through review meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- Half termly review of target pupils for booster sessions.</li> <li>- Teachers to assess key areas to focus learning and change as needed.</li> <li>- Regular review meetings to discuss progress to target.</li> <li>-Ongoing targeting of pupils through pupil progress meeting discussions.</li> <li>-Review of progress at data drop points throughout the year.</li> <li>- At start of year, Assistant Head available to support in year 6 bubble</li> <li>- interventions &amp; additional support as required</li> </ul>
Accelerated Reader HLTA intervention	<ul style="list-style-type: none"> <li>- P.P children in year 2, 3, 4, 5 and 6 continue to make accelerated progress throughout the year and reach expected standard or above expected standard before leaving primary school.</li> <li>- Children with specific needs are identified and can be targeted through in class provision as well (identified as part of pupil progress discussions).</li> </ul>	<ul style="list-style-type: none"> <li>- P.P. children to focus on for intervention to be identified through pupil progress meetings with teachers.</li> <li>- Fortnightly progress to be monitored and gaps identified/ targeted through intervention.</li> <li>- Half termly star tests to track progress of all children to re-identify pupils requiring intervention.</li> <li>- Termly PIRA assessments to track progress of all pupils and monitor impact of interventions.</li> <li>-Additional adult support within each year group bubble to support daily reading and individual support.</li> </ul>
Maths support for Year 3, 4,5,6	<ul style="list-style-type: none"> <li>- Raise attainment across Phase 3 in maths.</li> <li>- Improve mastery understanding of all Phase 3 year groups.</li> <li>- To improve the value added for pupils leaving year 6.</li> <li>-Ensure differentiated, targeted learning for all pupils to achieve at their level.</li> </ul>	<ul style="list-style-type: none"> <li>- Specialist teacher used for targeting misconceptions, prior teaching and boosting progress across the year groups. <i>Due to COVID-19, specialist teacher will support Year 5. Additional staff in all year groups to support maths teaching as well. Dependent on guidance, maths specialist may be used to support across year groups when possible to do so safely.</i></li> <li>- Specialist teacher to support planning sessions.</li> <li>- Specialist teacher and assistant headteachers to review pupil progress and discuss interventions/pupil gaps to target.</li> <li>- MyMaths/TimesTablesRockStars used to support home learning and in school.</li> <li>-Maths fluency program to be</li> </ul>

		implemented across year 4/5/6
Focused intervention across the school	<ul style="list-style-type: none"> <li>- Ensure that the gap between pupil premium children compared to non pupil premium pupils is continuing to be monitored and is closing for Reading, Writing and Maths in all year groups.</li> <li>- Continue to increase the attainment of P.P pupils in all year groups in writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify pupils to target during pupil progress meetings and review half termly.</li> <li>- Writing moderation across the academy, internally and externally to ensure accurate judgments are being made (also for end of key stage assessments).</li> <li>- Observations to identify gaps in understanding and staff training arranged to address.</li> <li>- Ongoing whole school staff training</li> <li>- Collaborative planning across the trust to facilitate consistency between KAA and CSA and share knowledge/expertise.</li> </ul>
RWInc training and resourcing	<ul style="list-style-type: none"> <li>- Continue to increase the % of pupils at age related expectation across years 1, 2 and 3.</li> <li>- Address gaps in phonic understanding.</li> <li>- Improve the % of pupils achieving a pass in the year 1 and 2 retake phonics test to bring the school in line with national averages.</li> </ul>	<ul style="list-style-type: none"> <li>- Children 1:1 assessed and grouped appropriately. <i>Due to COVID-19, children will remain in classes initially. Additional staff in classes to support more personalised learning. To be reviewed as further guidance on COVID-19 becomes available.</i></li> <li>- Ongoing TA training to embed good practice (supported by assistant head). <i>Initially completed via GoogleMeet to facilitate social distancing.</i></li> <li>- Additional after school twilight staff training. <i>Initially completed via GoogleMeet to facilitate social distancing.</i></li> <li>- Additional PM 1:1 intervention for children who need additional support. <i>Facilitated through additional staff within class initially.</i></li> </ul>
FreshStart HLTA & TA intervention	<ul style="list-style-type: none"> <li>- Continue to close gaps in phonic understanding for year 5/6 pupils.</li> <li>- Continue to improve the % of pupils achieving age related expectation at the end of the KS2.</li> </ul>	<ul style="list-style-type: none"> <li>- Children assessed and grouped appropriately half termly. <i>Supported initially by adults in class.</i></li> <li>- Additional support in class/as additional intervention as required.</li> </ul>
Purchase of new reading program resources	<ul style="list-style-type: none"> <li>- Continue to raise attainment of pupils across the school in reading.</li> <li>- Improve end of key stage reading outcomes.</li> <li>- Provide children with a balanced variety of reading experiences to improve their enjoyment of reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Model lessons for teachers to observe across the school. <i>Complete when possible based on COVID-19 guidance.</i></li> <li>- Continued purchasing of Re-Think reading resources to support class teaching i.e. class sets of texts.</li> <li>- Purchase of books to enable children to fully engage with new reading program/Accelerated</li> </ul>

		Reader program.
Attendance Officer to follow up persistent absence (weekly analysis completed for up to date list of children).	<ul style="list-style-type: none"> <li>- Continue to improve the overall attendance figures for the school to bring in line with national or slightly improve on national average for similar settings.</li> <li>- P.P attendance to be in line with or better than non-P.P attendance.</li> <li>- The number of persistent absentees continues to reduce from 2019-20</li> </ul>	<ul style="list-style-type: none"> <li>- SLT and attendance officer to continue to be in main reception at the start of the day to discuss absence with late children/parents. <i>Aim to be able to do this - dependent on COVID-19 guidance.</i></li> <li>- Continue with attendance officer meetings with parents of persistent absentees to support getting children to school. <i>Initially via phone call or home visits where necessary.</i></li> <li>- Local authority to be made aware of any ongoing concerns.</li> </ul>
Walking Bus/Breakfast Club	<ul style="list-style-type: none"> <li>- P.P. children who need support getting to school are able to attend through school support.</li> <li>- Walking bus and breakfast club children have higher attendance than all other key groups.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Breakfast Club not available initially - review based on latest COVID-19 guidance.</i></li> <li>- Places allocated based on the level of need.</li> <li>- Continue to prioritise families who have historic attendance issues wherever possible.</li> <li>- Continue to improve awareness of walking bus amongst parents.</li> </ul>
Speech and Language Support	<ul style="list-style-type: none"> <li>- Children receiving support continue to reach their full potential and are effectively supported in class.</li> <li>- Parents feel supported with strategies to use at home.</li> <li>- Sp+L children continue to be able to develop social skills and communicate effectively with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Speech and Language specialist (SLA) within school continues to deliver weekly intervention.</li> <li>- SLA continues to deliver training to staff if support is required and offers effective resources and strategies for use in class.</li> <li>- SLA continues to support parents for in school and out of school support.</li> <li>- SLA continues to monitor progress alongside SENCo and adapts programmes as required.</li> </ul>
Educational Psychologist	<ul style="list-style-type: none"> <li>- Children with emotional needs are more settled in class and are happy at school.</li> <li>- There is a continued reduction in behaviour issues for children with behavioural needs.</li> <li>- Staff are able to best support the children in their class through targeted learning, appropriate learning opportunities and intervention support.</li> <li>- Children seen by the Educational Psychologist make at least expected progress from their starting point.</li> <li>- Families feel supported with strategies that can be used at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Children in all classes to be regularly reviewed as part of pupil progress meetings with assistant heads to see if a referral is needed and to monitor progress and effectiveness of strategies.</li> <li>- Ed Psych provides staff with appropriate strategies to use within class.</li> <li>- Parents involved in meetings to share and discuss agreed strategies.</li> <li>- Provides advice as part of statutory assessment.</li> </ul>

<p>Nurture provision through the HIVE - <i>Not possible initially due to COVID-19 situation . Continue to review guidance to see when Nurture Provision can be provided safely.</i></p>	<ul style="list-style-type: none"> <li>- Children develop the interpersonal skills required to develop positive relationships within the whole school community.</li> <li>- Increased confidence and self-esteem allows children to fulfill their academic potential.</li> <li>- Children’s emotional wellbeing improves and they are able to be integrated back into class in the afternoons by using developed strategies from nurture.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Initially HIVE staff will be supporting particular year group bubbles. This combined with pastoral support members in bubbles should support children who would usually access HIVE provision in the afternoons. Frequently review to access impact/effectiveness</i></li> <li>- Continue to review the children who will most benefit from afternoon HIVE provision.</li> <li>- Continue with nurture group to promote self-confidence and social skills.</li> <li>- Ensure parents are informed about the provision and benefits. Keep informed of progress and regularly share learning.</li> </ul>
<p>Pastoral intervention <i>Initially pastoral staff will support in class bubbles. We will review success of this and revise depending on COVID-19 guidance.</i></p>	<ul style="list-style-type: none"> <li>- Children with specific social and emotional needs continue to be well supported so that they can access the curriculum and make good academic progress.</li> <li>- Continue to support pupils to develop appropriate social skills which are a key component to interacting with others.</li> <li>- Continue to ensure children have a safe place to be at lunchtimes if they find the outside environment difficult.</li> <li>- Behaviour incidents across the school continue to reduce.</li> <li>- Exclusions across the school reduce to 0.</li> <li>- Parental confidence in behaviour management strategies improves.</li> <li>- Chestnut Outreach are available to offer advice and strategies for more challenging pupils who may be at risk of exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Continued detailed daily tracking of callouts by class. Regular callout children continue to be tracked and actioned quickly. Half termly overall analysis of behaviour across the school continues and pupils who are raising concern are reviewed to ensure strategies are in place.</li> <li>- Bereavement programmes in place as required.</li> <li>- Continue to monitor/provide behaviour support and strategies for identified pupils.</li> <li>- Review plans regularly to remove potential barriers to learning/ track academic progress.</li> <li>- Staff training as required.</li> <li>- Weekly review with behaviour team to ensure children raising concern are identified quickly and strategies can be put in place to prevent escalation.</li> </ul>
<p>SEN staff training</p>	<ul style="list-style-type: none"> <li>- Target children make accelerated progress.</li> <li>- Gap between P.P and non-P.P children continues to narrow across the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with specific interventions for those children working below their year group, especially in writing.</li> <li>- Interventions to be established after pupil progress meetings by Assistant Headteachers. Also continue to recognise double disadvantaged pupils.</li> <li>- Staff training arranged as required.</li> </ul>
<p>School trips and residential</p>	<ul style="list-style-type: none"> <li>- Achievement and effort in non-academic subjects is promoted and celebrated through celebration assemblies and via social media.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers to continue to ensure enough warning is given to parents regarding the visits out to increase</li> </ul>

<p><i>Residential and out of school trips to be reviewed frequently based on current COVID-19 guidance. Not planned for start of September to ensure children feel safe in school and are used to routines.</i></p>	<ul style="list-style-type: none"> <li>- Children continue to attend a range of competitive sporting events across the school.</li> <li>- Confidence continues to be developed through participation in a range of extracurricular activities.</li> <li>- New curriculum focus (and trips/visits) planned across the year ensure a deepening understanding of the wider community and the world.</li> <li>- Residential visit in year 5 and 6 ensures children are able to partake in activities and experiences they may not usually get the opportunity to do.</li> </ul>	<p>uptake.</p> <ul style="list-style-type: none"> <li>- Ensure all children attend whole class and whole school events (unless there is a safety concern).</li> <li>- Continue to plan curriculum units of learning to enhance the experiences of children, linking in to their own lives and their spiritual development.</li> <li>- Assistant Heads to support planning process to ensure opportunities are clear and relevant for all children.</li> </ul>
<p><i>After-school and lunchtime clubs Clubs not offered start of Autumn term due to COVID-19 guidance.</i></p>	<ul style="list-style-type: none"> <li>- After school free activities continue to provide children with opportunities to partake in outside interests. A range of clubs are promoted, including singing, choir, music, tag rugby, football, cricket, hockey, coding etc.</li> <li>- Continued analysis of groups to encourage disadvantaged children to attend and participate.</li> <li>- There is an increasing number of children attending after-school clubs compared to 2018-19.</li> </ul>	<ul style="list-style-type: none"> <li>- PE, music and singing clubs continue to be promoted at no cost to the children.</li> <li>- Continued analysis of groups to increase the number of disadvantaged children attending and participating.</li> <li>- Opportunities for children to complete MyMaths learning whilst at school if they do not have technology to do so at home.</li> <li>- Lego club to promote creative thinking of STEM subjects and collaborative learning.</li> </ul>
<p><i>Opportunities for gifted and talented and more able students Review opportunities as the year progresses based on updated COVID-19 guidance.</i></p>	<ul style="list-style-type: none"> <li>- G&amp;T children continue to attend a number of workshops at other schools across the year including science, maths, english, french and P.E.</li> <li>- The % of greater depth children across the school continues to increase including at the end of key stage assessment points.</li> <li>- Transition days are successfully arranged and organised.</li> <li>- Increased aspirations across school.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to monitor attendance at G&amp;T events.</li> <li>- Continue to communicate opportunities effectively with parents.</li> <li>- Continue to provide links with local clubs and skilled professionals and look to develop new links/opportunities.</li> <li>- Continue to provide children with opportunities in school to compete against other schools both locally and county wide. Children continue to be given the opportunity to showcase talent.</li> <li>- Contribute towards the costs of extra curricular opportunities e.g. music, sport as needed.</li> </ul>
<p><i>Visitors in school and 'hook' activities Review opportunities for visitors safely into school based on the latest COVID-19 guidance.</i></p>	<ul style="list-style-type: none"> <li>- Children continue to develop their engagement in their learning through a range of opportunities they would not usually have.</li> <li>- New curriculum design embeds learning that is linked throughout the curriculum so children understand the links between different subject areas and learning throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to ensure that relevant hook activities and/or visits are arranged for all learning sequences across the school and monitor through curriculum planning meetings in school and across the academy.</li> <li>- Continue to monitor learning to</li> </ul>

	- Children continue to be given opportunities to learn from other experts and professionals aside from teaching staff.	ensure cross-curricular links are consistently being made.
Family Support Interventions	<ul style="list-style-type: none"> <li>- Continue with early identification of families whose attendance may drop, due to support and knowledge of the family.</li> <li>- Continue to monitor attendance of persistent absence children from last academic year.</li> <li>- Continue to support parents in times of need. Signpost parents to additional support.</li> <li>- Parents continue to be successfully supported through difficulties both inside and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>- Family support worker continues to attend case conferences and core groups as required dependent on COVID-19 restrictions.</li> <li>- Family support worker continues to work with attendance worker to support families getting children to school.</li> <li>- Family support continues to ensure referral for Early Help and safeguarding as required.</li> <li>- Family support workers continue to regularly complete home visits to discuss support options.</li> </ul>
Access to technology	<ul style="list-style-type: none"> <li>- All children continue to have access to technology that is not necessarily available at home (i.e. chromebooks, internet, online reading books, learnpads, digital cameras, online maths learning aids, programming tools, digital technology).</li> <li>- Children progress through school with a good understanding of technology.</li> <li>- Children are better prepared for the increasingly technological world.</li> </ul>	<ul style="list-style-type: none"> <li>- Coding is effectively taught across the school.</li> <li>- Computing opportunities are given across the curriculum.</li> <li>- ICT continues to ensure technological provision is appropriate and working at all times.</li> <li>- Provide opportunities for children to develop understanding through STEM project.</li> </ul>
EYFS	- See separate EYFS pupil premium strategy	- See separate EYFS pupil premium strategy

#### How will the school measure the impact of the Pupil Premium?

At Kings Ash Academy, data to track the progress of each cohort is collected at 3 points during the academic year (Dec/Mar/July). Review of this data, together with teacher observations, ensures the early identification of specific needs. Half-termly review meetings which include the Assistant Head for each phase and the class teacher reflect upon the impact of support and any need to change the level/ type of support required. At each review meeting, the pupil premium pupils selected for specific support/interventions will be reviewed. Other pupils, not in receipt of pupil premium but with similar needs and targets, who would benefit from the same support / intervention, may be included in the chosen groups.

In addition, specific interventions will be assessed and reported on in keeping with the programmes recommendations. These assessments will be used to inform who should continue in the programme and who should not.

The expenditure and impact of Pupil premium funding is reported to the Trust Board annually. Within the board there is a portfolio holder for disadvantaged children. The portfolio holder will report to the board at least termly on the progress of the pupil premium strategy and the impact of funding.