

# St Kenelm's Church of England School



## Pupil Premium Strategy Report

Report written: October 2020

Future Report: October 2021

**Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.**

## Our Vision

# Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

*Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.*

## Our Values

*Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.*

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

## Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

## PUPIL PREMIUM GRANT FUNDING

**A good education is the key to improving life chances.**

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for

free school meals and children who are in care. In addition, the school receives some funding to support pupils with parents in the Armed Forces. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils.

### **What do we consider when making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?**

School leaders and governors take an evidence-based approach to selecting the most effective ways to improve outcomes. Answers to the following questions provide a structured framework:

#### **How well are our disadvantaged pupils achieving?**

We identify the current gaps in attainment and progress both within school and compared to national averages.

#### **What are the barriers to learning for our disadvantaged pupils?**

Only when all the barriers are known and understood can we define outcomes, success criteria and the approaches which will help overcome them.

#### **What are our desired outcomes for pupils?**

Raised attainment; increased rates of progress; improved attendance; proactive family engagement; the development of skills and personal qualities to build emotional resilience (where necessary); and extended opportunities.

#### **How will success be measured?**

For each desired outcome we will decide how success will be measured and set ambitious targets, as well as ensuring that school leaders and governors are committed to the challenge of achieving them.

#### **Which approaches will produce these outcomes?**

To choose our approaches we will use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and long-term approaches, as well as between whole school and targeted strategies.

#### **Which approaches are effective and which are not?**

We will evaluate our approaches by focusing on the success criteria and asking: whether the chosen approaches are impacting on outcomes; where we can make improvements; what else can be done and what needs to be done differently.

### **EARLY YEARS PUPIL PREMIUM FUNDING**

Since April 2015, schools have received additional funding for disadvantaged three and four year olds in Early Years settings in England in the form of the Early Years Pupil Premium.

You may be eligible for Pupil Premium or Early Years Premium if one or more of the following criteria apply to you and your family:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

If you are not sure if you qualify for either Pupil Premium and Early Years Premium Funding, then please come and speak to us in confidence.

## **PUPIL PREMIUM GRANT (PPG) FUNDING 2019-20**

### **Summary of how our PPG allocation was spent:**

- Reading intervention for target groups.
- Funding additional Teacher Assistant time and resources for specific intervention programmes and teaching.
- Additional teacher in Year 6 to allow for focussed teaching in small groups, enabling intervention to accelerate progress in Maths.
- Subsidising and paying for educational trips, clubs and residential.
- Free school meals.

### **What is the amount of the school's allocation of Pupil Premium Grant Funding?**

	<b>2019-2020</b> Based on Oct 2018	<b>2020-2021</b> Based on Oct 2019

<b>Number on Roll</b> Based on the October census return in previous year	<b>103</b>	<b>113</b>
<b>Number eligible for Pupil Premium funding</b>	<b>15</b>	<b>18</b>
<b>Percentage eligible for Pupil Premium funding</b>	<b>14.6%</b>	<b>16%</b>
<b>Pupil Premium Grant funding</b> <b>Disadvantaged pupils: (18)</b> R-Yr 6 recorded as Ever 6 free school meals Looked after children (LAC) as defined as being in the care of a LA Children who have ceased to be LAC	<b>£1,320</b>	<b>£1,345</b>
<b>Service Children (11)</b> R-Yr 6 pupils	<b>£300</b>	<b>£300</b>
<b>Total Pupil Premium Grant funding</b>	<b>£19,800</b>	<b>£24,210</b>

### What difference did the PPG funding make to eligible and other pupils?

Aspirational targets are set for all pupils including those for whom Pupil Premium funding is received. Analysis of the school's pupil progress tracking information tells us that the majority of children for whom we receive Pupil Premium made good progress, and that this is in-line with the progress made by children who are not eligible for this additional funding. Where progress was less than expected, specific approaches will be put in place to accelerate progress.

### PUPIL ATTAINMENT & PROGRESS

#### End of Key Stage 2 Results (Teacher assessments)

	National % meeting Expected Standard All children	St Kenelm's % Expected Standard All children	St Kenelm's % Expected Standard Pupil Premium children
Reading		93%	66%
Writing		93%	66%
Maths		93%	66%
Combined Reading, Writing & Maths		93%	66%

In Year 6, 2019-2020, we had 3 pupils who were eligible for Pupil Premium funding.

#### Attainment and Progress for all Pupil Premium Children at the end of the school year 2019/20

Subject	Meeting expected standards	Making expected or more
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	and higher	than expected progress
Reading	66%	66%
Writing	66%	66%
Maths	66%	66%

### ATTENDANCE OF PUPILS

Attendance of Pupil Premium children is broadly in-line with their peers, and the national average. However, attendance of a small number of Pupil Premium children is lower than their peers; attendance will be monitored closely and action taken.

School overall attendance 2019-2020 (Sept-March)	Pupil Premium overall attendance 2019-2020 (Sept-March)
96.26%	95.36%

### What are the main barriers faced by our pupils eligible for PPG funding and what are we doing to minimise these?

We have identified specific barriers to learning faced by our children who are eligible for the PPG funding and the approaches that we will take to minimise these.

#### Parental Support

Continue to increase parental support through regular discussions and meetings with parents. Encourage their support for their child at home. Review academic progress with them termly, provide guidance, share concerns immediately, provide resources to support home learning, have an open door policy.

#### Low attendance

We continue to encourage and praise high rates of attendance and remind parents of the importance of attendance and how it effects learning and progress. Regular reminders are put in to newsletters and persistent offenders will be spoken to. At termly meetings we reflect on the child's attendance.

#### Lack of opportunity

We will continue to fund activities and provide opportunities, which might not otherwise be available to our disadvantaged pupils. We know from parent and pupil feedback that these have a positive impact on children's confidence and self-esteem. These will include:

- Subsidising or paying for educational trips and residential visits.
- Swimming provision for all children UKS2.

## **PUPIL PREMIUM GRANT FUNDING 2019- 2020**

What are our priorities for spending the Pupil Premium Grant Funding during 2020-2021?

Funding spent in 2019-2020 impacted positively on raising standards and accelerating progress, so we will continue to spend the money in a similar way this academic year.

Spending will include:

- Providing additional TA time and training to deliver specific reading/writing and maths interventions according to each pupil's individual needs.
- Providing 1 to 1 support where needed including nurture.
- Additional staff support to enable children to be taught in small groups.
- Subsidising educational trips and clubs.