



Pupil premium strategy statement (primary)

1. Summary information					
School	Kimbolton Primary Academy				
Academic Year	2020/2021	Total PP budget	£18480	Date of most recent PP Review	Oct 2020
Total number of pupils	85 (inc nursery)	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Oct 2021

2. Current attainment		
(Average across all year groups)	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% achieving in reading, writing and maths	42%	76%
% making progress in reading (across current key stage)	71%	81%
% making progress in writing (across current key stage)	71%	77%
% making progress in maths (across current key stage)	67%	85%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Children eligible for pupil premium funding do not achieve as well in reading, writing and maths combined as their non-PP peers.
B.	Those children eligible for pupil premium and also identified as having a SEN do less well than their peers.
C.	Children eligible for pupil premium funding did not make as much progress in reading, writing or maths when compared to their non-PP peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Parents of children eligible for pupil premium funding do not come into school or engage quite as well as most other parents.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher percentages of children eligible for pupil premium funding will achieve age-related expectations in reading, writing and maths combined by the end of the year.	70% of children eligible for pupil premium funding will make age-related attainment expectations.
B.	Better rates of progress in reading, writing and maths for those children eligible for PP funding.	Rates of progress for children eligible for pupil premium funding will be as good as they are for their non-PP peers.
C.	Parents of children eligible for pupil premium will feel comfortable coming into school and will engage more.	Families eligible for pupil premium funding will participate well in school and wider life.

5. Planned expenditure					
Academic year	20120 - 2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Rates of attainment for those eligible for PP funding will be equal to their non-PP peers.	Early identification of those eligible for PP so teachers and TAs are aware quickly. Track rigorously during termly data analysis and give actions to narrow the gap where necessary.	Subject leaders and class teachers need to ensure good attainment each half term so the attainment gap can be narrowed wherever possible,	Regular analysis of assessment data from vulnerable groups. SLT and class teachers to remain focussed on this group throughout the year. Continue to consider during PPR meetings.	SLT & class teachers	Half-termly
Better rates of attainment for pupils eligible for PP funding with a special educational need also identified.	Early identification of pupils, better engagement with parents. 1;1 or small group sessions where necessary.	Children who fall into two vulnerable groups could become disadvantaged by their circumstances. Families can sometimes struggle to support homework activities for example.	Regular analysis of assessment data from vulnerable groups. SLT and class teachers to remain focussed on this group throughout the year. Continue to consider during PPR meetings.	SLT & class teachers	Half-termly
Regular reading for all children.	Children eligible for pupil premium funding will benefit from 1:1 reading sessions at school at least three times per week.	Sometimes, children can be disadvantaged because adults at home find it difficult to engage and/or support with text. As a school community, we will be role-models for reading and also share quality texts with the children.	Regular review of how children eligible for PP funding are achieving and progressing in reading. English Subject Leader to analyse data half-termly. Pupil and adult feedback.	SLT & class teachers	Half-termly
Parental engagement and equality of opportunity for study.	Lunchtime homework club and weekly after school family learning sessions.	We will ensure that all children have a place to work and access to appropriate stationery and technology. Parents may need support with technology also (eg: accessing Mathletics and/or Maths Whizz at home).	A member of SLT will run a lunchtime homework club and an after-school family learning session each week. The sessions will be promoted to parents (particularly those eligible for pupil premium) and will be fun and supportive for all.	SLT	Half-termly
Total budgeted cost					£4500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Higher percentages of children eligible for pupil premium funding will achieve age-related expectations in reading, writing and maths in all year groups.	Ensure support is given in class, in small groups and with homework where necessary. Subject leaders to complete vulnerable group analysis half-termly.	Subject leaders and class teachers need to ensure good progress and attainment each half term s as many children as possible achieve age-related standards in all year groups.	Regular review of support sessions and the progress of vulnerable pupils.	Class teachers TAs Subject leaders	Half-termly
Equality of opportunities for extra-curricular/enrichment activities.	Subsidy of music lessons and/or access to Treehouse before and after school club.	Equality of opportunity can build increased self-esteem and a broadening experience which underpins aspiration.	Feedback from pupils, parents and staff. Regular review of participation.	SW	Half-termly
Increased engagement and shared values between school and families eligible for pupil premium funding.	Work closely with families to promote and value education.	Parents needs to feel comfortable at school and know that we will care for their children. Some parents who are eligible for pupil premium funding may have had difficult experiences at school and may find visiting us threatening. We will work on alleviating that stress.	Regular review of whether families eligible for PP funding are accessing family learning sessions and whether they are joining in school/community events. SLT to work alongside Trust EWO in building relationships and monitoring	Trust EWO SLT Class teachers	Half-termly
Booster sessions for ch eligible for pupil premium funding in the summer term to ensure that a higher percentage of them achieve age-related expectations in reading, writing and maths combined by the end of the year.	Small group or 1:1 sessions for vulnerable children to ensure that they meet age-related expectations as far as possible.	Some vulnerable children respond better to small group work.	Feedback from pupils, parents and staff. Regular review of attainment and progress. Pupil progress review meetings etc.	SW Class teachers SLT	Half-termly
Total budgeted cost					£10000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Readiness to learn and all physical needs catered for.	Free school meals, free milk and fruit, assistance with uniform.	Readiness to learn and willingness to be involved in the school community can be compromised by feeling different or feeling physical discomfort.	All staff are aware of the children who are eligible for pupil premium funding. Where a need is identified, resources are provided without fuss or attention.	All staff	Half termly
Opportunities for breadth of experience.	Subsidy of all trips, clubs and participation in Children's University.	Reduce differences sensed between children eligible for pupil premium and their peers.	Regularly assess how well the children eligible for pupil premium funding are participating in wider school life.	SW	Half-termly
Total budgeted cost					£4000

6. Review of expenditure				
Previous Academic Year		2019 - 2020 (£13,200)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Rates of attainment for those eligible for PP funding will be equal to their non-PP peers.	Early identification of those eligible for PP so teachers and TAs are aware quickly. Track rigorously during termly data analysis and give actions to narrow the gap where necessary.	Covid-19 school closures had a negative impact on some ch eligible for pupil premium funding. SLT and subect leaders tracked attainment closely until schools closed in March. Very few ch eligible for pupil premium funding returned to school for the last half term of the year.	There is still a considerable gap between the attainment of the ch eligible for PP funding and those that are not. We will continue to focus on it during the 2020 – 2021 school year.	£1000
Better rates of attainment for pupils eligible for pupil premium with a SEN also identified.	Early identification of pupils, better engagement with parents, 1:1 or small group sessions where necessary.	7 children were identified as being eligible for PP funding and also having a SEN need. Although none of these children have managed to secure working at age-related expectations in reading, writing and maths combined, at least some of them are improving their scaled scores in our termly NFER assessments and are therefore making small steps of good progress.	Hopefully we will be able to have better impact this school year with these children if we are able to stay open. We will continue to work towards enhanced relationships with families and support either 1:1 or in small groups wherever necessary.	£1000
Regular reading for all children, of high quality texts.	Children eligible for pupil premium funding will benefit from 1:1 reading sessions at school at least three times per week. Community 'Look for a Book' scheme to ensure that all children have access to high quality texts. Regular refreshment of reading books and texts used in class.	71% of children eligible for pupil premium funding made good progress in reading last year. Increased reading at school benefits the child but also encourages families to read at home. There is an obvious positive impact across the curriculum also with regards to being able to read instructions, research etc.	To continue where possible (bearing in mind our volunteers cannot currently be in school).	£1500

Parental engagement and equality of opportunity for study.	Homework club and family learning sessions weekly.	Lunchtime and after school club works well when vulnerable families engage. The parents are supported by the teachers and TAs which means that they are better placed to support their children with their learning at home. It also ensures that all children have a quiet place to work.	Continue next year.	£1000
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Higher percentages of pupils eligible for pupil premium funding will achieve age-related standards in reading, writing, maths in all year groups.	Ensure support is provided in class, in small groups and with homework where necessary, Subject leaders to complete the vulnerable groups data analysis half-termly.	Only 42% of children eligible for pupil premium funding achieved age-related expectations or better in reading, writing and maths combined last year, compared to 60% last year. Some of this was due to families finding it very challenging to engage with home learning during Covid-19 school closures despite their best intentions. We supported some families eligible for PP funding with devices, resources and/or paper copies of learning etc.	Support in small groups and with homework is always beneficial.	£1500
Equality of opportunity for extra-curricular activities.	Subsidy of music lessons and after school extra-curricular clubs and/or access to Space Cadets before and after school clubs.	All children eligible for PP funding took part in at least one extra-curricular club last year, until Covid-19 school closures. All children eligible for PP funding had all trips subsidised by at least 50% last year.	Continue to ensure that children eligible for pupil premium funding have equal access to extra-curricular activities.	£1500
Increased engagement and shared values between school and families eligible for pupil premium funding.	Work closely with families to promote and value education.	We made very regular safe and well calls to vulnerable families during Covid-19 school closures/lockdown. We also ensured that enhanced home-school relationships meant that education was promoted well. For those families who did not have access to internet provision and/or suitable devices, we provided those along with paper copies of home learning if needed.	This worked well with parents really appreciating our efforts. Continue next year.	£2000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Readiness to learn and all physical needs catered for.	Free school meals, free milk and fruit, assistance with uniform, breakfast etc.	All physical needs were met. Most children eligible for PP funding took up free milk and fruit each day. We also assisted some families with uniform and breakfast.	Meeting physical needs absolutely ensures that children have the best possible chance of learning well and succeeding in school. This should continue in 2019 – 2020.	£2000
Opportunities for breadth of experience.	Subsidy of all trips, clubs and participation in Children's University.	All children attended all trips last year. The impact of this on aspiration and increasing the cultural capital of all children is invaluable.	Broadening horizons and offering experiences to children who are eligible for pupil premium funding makes such a positive difference to them. This will be continued in 2019 – 2020.	£2000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk