



Pupil premium strategy statement (primary)

1. Summary information					
School	Kimbolton Primary Academy				
Academic Year	2019/2020	Total PP budget	£13,200	Date of most recent PP Review	Sept 2019
Total number of pupils		Number of pupils eligible for PP	10	Date for next internal review of this strategy	Oct 2019
2. Current attainment					
(Average across all year groups)			Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)	
% achieving in reading, writing and maths			60%	83%	
% making progress in reading (across current key stage)			100%	100%	
% making progress in writing (across current key stage)			75%	89%	
% making progress in maths (across current key stage)			75%	89%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Those children eligible for pupil premium and also identified as having a SEN do less well than their peers.				
B.	Children eligible for pupil premium funding did not make as much progress in writing and maths from their relative starting points, as they did in reading.				
External barriers (issues which also require action outside school, such as low attendance rates)					
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					
	Desired outcomes and how they will be measured			Success criteria	
A.	Children in both PP and SEN vulnerable groups will be identified earlier and intervention will be put in place to both narrow the academic gap but also to enhance the home/school relationship.			70% of children eligible for pupil premium funding will make age-related attainment expectations.	
B.	Better rates of progress in writing and maths for those children eligible for PP funding.			Rates of progress for children eligible for pupil premium funding will be as good for writing and maths as it is for reading.	
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	2019 - 2020				
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
Total budgeted cost					£5000
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		2018 – 2019 (£9240)		
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
Better rates of attainment for pupils eligible for pupil premium with a SEN also identified.	Identification of all pupils eligible for PP funding with a SEN also. 1:1 or group sessions, individual reading.	There was only one child identified as PP and SEN in the end last year. That child made end of key stage age-related expectations in reading and writing but didn't quite make it in maths. However, progress across key stage 2 was good or better in all 3 subjects.	Those children who fall into two different vulnerable groups have been identified and supported early on to ensure that any attainment gap between them and their non-PP/non-SEN peers can be addressed. Pastoral time for children eligible for PP remains very valuable. This means that concerns are straightened out before learning time. Continue next year.	£1000
Parental engagement and equality of opportunity for study.	Homework club and family learning sessions weekly.	Lunchtime homework club tends to be well-attended (although children are mostly directed to attend when homework is not completed or we know children need stationery or access to a laptop etc. Family learning is attended by a core group of families – not usually those eligible for pupil premium funding – despite encouragement. However, families who do attend speak very highly of their benefit and it will	Continue. Would be good to encourage some more families eligible for pupil premium funding to attend.	£1500
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 and science	1:1 or small group sessions with Head of School and School Improvement Teachers.	603% of children eligible for PP funding achieve age-related standards in reading, writing, maths and science Progress for children eligible for PP funding has improved in reading since last year. Figures for writing and maths are down a little but at least some of this is due to very small cohort numbers.	Pastoral time for children eligible for PP remains very valuable. This means that concerns are straightened out before learning time. Support in small groups in the classroom is also very helpful. Subject leader analysis has helped us to rigorously track progress and attainment of those children eligible for PP funding and that will	£1500

Parents of children eligible for pupil premium will feel comfortable coming into school and will engage more.	Homework club and family learning sessions offered weekly. SLT & class teachers will be sure to build strong relationships with parents of children eligible for pupil premium. Trust EWO will maintain the good attendance of children eligible for pupil premium funding (96.45% in 2017 – 2018).	Parents seem comfortable to come into school and generally have excellent relationships with staff. Attendance for children eligible for PP funding was 97.01% compared to 96.7% overall which was very pleasing.	Continue ensuring that enhanced relationships are built and maintained where possible. What is effective regarding keeping attendance high works for all pupils and families. EWO and HT to be in touch and working alongside families has a positive effect.	£1000
Equality of opportunity for extra-curricular activities.	Subsidy of music lessons and/or access to Treehouse before and after school club.	All children eligible for PP funding took part in at least one extra-curricular club last year.	Continue to ensure that children eligible for PP funding have equal access to extra-curricular opportunities.	£1000
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
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.	£1500

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
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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