

Pupil premium strategy statement

School overview

Metric	Data
School name	Kings Forest Primary School
Pupils in school	420.
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£106,000
Academic year or years covered by statement	2019 - 2022.
Publish date	November 2019
Review date	Annually
Statement authorised by	Ross Newman
Pupil premium lead	Helen Porter
Governor lead	Carol Warrant

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.36
Writing	-1.94
Maths	-1.76
Measure	Score
Meeting expected standard at KS2	
Reading	69%
Writing	77%
Maths	62%
RWM Combined	54%
Achieving high standard at KS2	
Reading	23%
Writing	23%
Maths	23%
RWM Combined	23%

Disadvantaged pupil barriers to success:

The school is situated in an area with the highest amount of working poor in the country:

<https://www.theguardian.com/society/2014/apr/01/tuc-uk-pay-living-wage-kingswood>

Families may not necessarily be in receipt of pupil premium but many of our pupils are affected by the barriers of child poverty, evidenced in the South Gloucestershire Child Poverty Needs Assessment:

<https://consultations.southglos.gov.uk/consult.ti/childpovertyneedsassessment/consultationHome>

The school is situated in a priority neighborhood, serving the wards of Kingschase, Rodway and Siston which have also been identified as having high levels of child poverty:

<http://www.bristolpost.co.uk/news/bristol-news/revealed-poverty-neighbourhood-bristol-area-265135.amp>

More broadly, the school recognises the effects of child poverty on educational, health and social outcomes and its approach draws on a broad evidence base which can be viewed in the bibliography at the end of this document.

Identified Barriers to Success:

Poor oral language and communication skills when compared to their non-disadvantaged peers.
Poorer health outcomes and poorer health overall leading to lower attendance than their non - disadvantaged peers
Fewer opportunities to access text and fewer opportunities to develop cultural literacy.
Fewer opportunities to engage with hobbies and interests leading to social isolation and lower levels of aspiration and resilience
Disadvantaged pupils are more likely to have dual barriers to success such as SEN/D and/or a safeguarding/child protection history.

Measure	Activity
To develop oracy skills and close the vocabulary gap.	<ul style="list-style-type: none"> • Oracy forms one pillar of our curriculum • All staff receive training on how to teach oracy including staff in the Early Years. • Speech and Language therapist appointed.
To ensure that all children attend school regularly (96%+ attendance)	<ul style="list-style-type: none"> • Family Support worker to monitor attendance • Pastoral support team work to address issues through ELSA/Nurture/SAF • EWO appointed
All pupils have access to high quality texts with additional opportunities to engage and enjoy so that every child is a reader.	<ul style="list-style-type: none"> • Maintain library provision • Trial reciprocal reading in Y6 and Y4. • Weekly reading volunteer afternoons • Buddy reading sessions
All pupils have access to an enriching and engaging	<ul style="list-style-type: none"> • Continue Masterclass provision

curriculum offer which empowers them as global citizens.	<ul style="list-style-type: none"> • Mini buses and subsidised trips including additional trips.
Relationships and nurture ensure that pupils with dual barriers feel safe and emotionally regulated in school.	<ul style="list-style-type: none"> • Family lunch project continues • Better Behaviours project • Pastoral support team continues to engage in multiagency work.
Projected spending	£106,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading:	Begin to close the KS2 reading progress gap showing the beginning of a 3 year rising trend	July 2020
Progress in Writing	Achieve within 0.5 of national average progress score in writing showing the beginning of a 3 year rising trend.	July 2020
Progress in Mathematics	Achieve within 0.5 of national average progress score in mathematics showing the beginning of a 3 year rising trend.	July 2020
Phonics	The percentage of disadvantaged pupils passing the Y1 phonics screening check is above national. 100% of Y2 disadvantaged students pass the re-sit of the phonics screening test.	July 2020
Further develop the shared ethos and pedagogy in the Early Years leading to improved transition in KS1.	Early help is provided to the very youngest pupils in the school and needs/barriers are identified within the Nursery setting. Disadvantaged pupils are identified in EYFS with quality first teaching and interventions in KS1 leading to disadvantaged pupils achieving at the national average by the end of KS1.	July 2020
Attendance	Average attendance of disadvantaged pupils is above 95%.	July 2020

Targeted academic support for current academic year

Measure	Activity
Progress in reading, writing and maths.	Newly appointed speech and language therapist to support 1day/ two weeks. Employ a teacher for 3 days/wk to team teach and support NQTs and RQTs ensure quality first teaching underpins the PP strategy.

	<p>Induction for new staff includes SMARTER strategy.</p> <p>Performance management book club introduced to develop professionals. Books and professional library developed.</p> <p>SLT trained as coaches to develop ‘thinking school model’</p> <p>1x staff to attend ‘train the trainer’ conference on Reading Reconsidered: Doug Lemov. Staff member then trains others.</p> <p>Deputy Headteacher remains non class based with role to develop teaching and learning and new curriculum.</p>
Phonics	<p>All relevant staff (including new staff) have received RWI training.</p> <p>Develop role of school phonics lead through enrolment onto NPQML</p> <p>Purchase new reading texts to ensure that all are phonically decodable in line with RWI.</p> <p>Purchase additional resources for Early Years to develop skills of blending.</p> <p>Purchase additional decodable books for practice at home.</p>
Early years and transition into KS1	<p>10x days for Nursery and Reception staff to visit best practice setting.</p> <p>2x re-visioning days in Early Years</p> <p>Redesign and develop the Reception classrooms based on Ecers and to reflect new vision.</p> <p>Ecers training for 1x Reception staff.</p>

	<p>Makaton training for Early Years staff.</p> <p>Attention bucket training for 1x Reception Staff.</p> <p>2 days/ term for Early Years specialist from SH to work with staff from KF.</p>
Barriers to learning these priorities address	<p>Poor oral language and communication skills when compared to their non-disadvantaged peers.</p> <p>Fewer opportunities to access text and less opportunity to develop cultural literacy.</p>
Projected spending	£75,000

Wider strategies for current academic year

Measure	Activity
Attendance for disadvantaged pupils continues to improve to above 95%+	10 days/ year EWO support to review attendance, hold meetings, support with legal casework and also provide pastoral support through home visits and attendance an SAF.
All pupils will have the opportunity to sit around a table and enjoy good food and conversation.	Continue to refine the 'family lunch' arrangements including the introduction of new seating to facilitate table manners, sharing and conversation.
All pupils in KS2 have access to masterclass and work towards a badge in their chosen subject.	Masterclass continues (15 options) with the implementation of the badge system to encourage aspiration and resilience.
A whole school approach to behaviour management based on the work of Paul Dix leads to positive relationships, purposeful working environments where children are more able to self-regulate.	Involvement in South Gloucestershire 'Better Behaviours' project. 6 x staff meetings, 1x INSET following 6x SLT attendance at 'train the trainer' events.
School attends all multiagency meetings and takes the lead on all SAF involving Kings Forest children.	Full time family support worker trained in mental health first aid, SAF and Child Protection procedures.

	3x SLT trained in Advanced CP and Multiagency working.
Barriers to learning these priorities address	<p>Poorer health outcomes and poorer health overall leading to lower attendance than their non - disadvantaged peers</p> <p>Fewer opportunities to engage with hobbies and interests leading to social isolation and lower levels of aspiration and resilience</p> <p>Disadvantaged pupils are more likely to have dual barriers to success such as SEN/D and/or a safeguarding/child protection history.</p>
Projected spending	£31,000

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