

Pupil premium strategy statement – Review- June 2020

School overview

Metric	Data
<i>School name</i>	Kingsway Junior School
<i>Pupils in school</i>	217
<i>Proportion of disadvantaged pupils</i>	30.4%
<i>Pupil premium allocation this academic year</i>	£85800
<i>Academic year or years covered by statement</i>	2019-2020
<i>Publish date</i>	July 2020
<i>Review date</i>	July 2021
<i>Statement authorised by</i>	Jo Beale
<i>Pupil premium lead</i>	Christy Johnson
<i>Governor lead</i>	Peter Wiles

Review: last year's aims and outcomes

Aim	Outcome
<p>Continue with consistency in quality first teaching</p>	<p>Subject leaders in English, Maths, Science and History and Geography have carried out lesson observations, staff training and Deep Dives to ensure consistency. The HIP has carried out visits with other subject leaders to help develop action plans for these subject areas.</p> <p>SLT have lead a rigorous monitoring schedule of all year groups – looking at books and planning. At the same time, the English and Maths Herts Advisors have delivered training to all staff and supported teachers with the delivery of the curriculum. Currently, Subject leaders are looking into the Recovery Curriculum and how this is to be used to ensure progress continues in the Autumn Term. We have also bought into the <i>Closing the Gap pilot</i>.</p> <p>The NQTs have had a clear termly action plan set out which includes observations of others and training and support on their teaching. Throughout COVID 19, NQTs have still been teaching and planning alongside all staff as well as developing their professional development through training whilst at home. They have also taken part in the online modelled lesson clips for pupils at home.</p> <p>During COVID 19, the full curriculum continues to be taught through Purple Mash and power points including a focus on PSHE. Teachers have received training to assist them in delivering the curriculum via this platform. In addition, as mentioned above, modelled teacher videos have been included to support pupils and ensure their understanding.</p> <p>The school regularly monitors the uptake of pupils working from home. Phase leaders were very good at working with their team members to ensure consistency.</p> <p>All Pupil Premium pupils were offered additional CGP books from school to support home learning – 58% of pupils are now in receipt of these.</p>
<p>Improved feedback and marking for PP children</p>	<p>Children have been provided with regular and clear feedback which has fed into future learning. Children have found this additional feedback beneficial.</p> <p>Moving forward, the marking is consistently being reviewed to ensure that it is current and timely enough for impact.</p>

	<p>During COVID 19, teachers have set daily power points via the website and Purple Mash. Purple Mash has been very carefully monitored and all pupils have received feedback through work set with an option to re submit. Much of this work has then also been acknowledged via email and celebrated in the school's weekly newsletter.</p>
Continue the two year upward trend of outcomes at the end of KS2	<p>Due to COVID 19, formal testing at the end of KS2 were cancelled. However, teacher assessments have shown that pupils are continuing to make progress. The practise SATS that were carried out in December and February showed an upward trend across the board. Internal weekly core subject tests showed continued improvement also for all pupils. Gaps were identified on a two weekly basis and pre / post teach and rapid response interventions were adapted accordingly</p> <p>This upward trend will be a focus for the coming years with all staff receiving regular Pupil Progress Meetings to ensure tracking of this progress throughout the year.</p>
To increase children's vocabulary as many PP children have poor oral language skills	<p>Through classroom displays and modelled expectations with vocabulary by all staff, children are experiencing a wider range. The display policy clearly states that all displays must include the relevant topic words and key vocabulary linked to the task on display.</p> <p>In lessons, the texts that are used provide challenge and new experiences of wider vocabulary skills. Children have been allowed time to explore and discuss new, challenging words within the classroom. Exposing children to a range of new terminology will support as well as challenge learning- this has been evident in lesson observations and learning walks throughout the year.</p> <p>During COVID 19, power points that have been set for home learning have included key vocabulary, modelled by the teachers.</p> <p>Moving forward, all children will continue to be exposed to high quality texts and discussions. Cross curricular links will be made using these high quality texts.</p>
Rigorous school assessment, tracking and analysis	<p>Pupil Progress Meetings have been a valuable tool in meeting with the Class Teacher, Head Teacher, SENCO/ Pupil Premium lead in order to challenge progress and levels.</p> <p>The Pupil Premium lead has followed up with staff in terms of specific pupils and their progress – this needs to continue to ensure rigorous tracking leads to progress of all.</p> <p>With pupils returning to school after lockdown, vulnerable pupils who are at risk and are Pupil Premium have had individual risk assessments completed for them. These have been discussed with parents before returning to school. These assessments have continued to be tracked as children have attended and updated as necessary.</p>

<p>Improved percentage of children working at greater depth</p>	<p>Lesson observations and book looks have started to show sufficient challenge. This is something that will continue to be embedded.</p> <p>Pupil voice has shown that children feel challenged in their lessons.</p> <p>Subject leaders have worked this year on how children can be challenged and, as a result, we are seeing more pupils accessing the higher level challenge tasks within lessons.</p>
<p>All staff to support pupils within the class in order to accelerate progress in English and maths</p>	<p>Observations were carried out with Teaching Assistants during interventions. These observations showed some good quality evidence of pre and post teaching to support the learning in class.</p> <p>Subject leads have also carried out TA training to further support these pre / post teach sessions.</p> <p>Small group sessions and pre / post teach have been seen as being effective to support pupil's progress.</p>
<p>Pre and post teach sessions to take place aimed at progress and closing the gap.</p>	<p>In school tracking systems continue to be monitored alongside pupil voice to ensure that pupils also find these sessions beneficial.</p> <p>Moving forward, as a result of COVID 19, the recovery curriculum will be used to fill gaps as well as regular pre and post teach sessions. Staff will receive training on this.</p>
<p>Improved attendance and punctuality through the offer of more financially viable wrap around care and increased contact with parents</p>	<p>Subsidised breakfast and after school has been popular with PP children – across the Autumn and the Spring Term 29% of pupils attended at a subsidised cost. However, this too was impacted in Spring by COVID 19.</p> <p>Monitoring of attendance continues to be a key focus– it is one of the main barriers for our PP pupils.</p> <p>Some initiatives this year –</p> <p>Key pupil monitoring by Head and Deputy with awards.</p> <p>Weekly class awards in assembly for attendance and punctuality.</p> <p>Termly individual attendance awards.</p> <p>Teacher led clubs are free to take part.</p> <p>Before and after school clubs to support parents</p> <p>With regards to increased contact with parents, all staff have regularly phoned parents throughout COVID 19. Staff have set up year group emails as an additional point of contact – emails have been sent out at least three times a week.</p> <p>The Pupil Premium lead has contacted all PP parents at least fortnightly to check all is ok and that pupils are accessing work. Reasonable adjustments and endeavours have been made to further support these families during this period of time.</p>

<p>Improvement of pupils social and emotional needs and self-regulation</p>	<p>The need for both protective behaviours and nurture groups remains strong. Pupil voice has shown that the pupils understood the support this has offered. Throughout the year, pupils have received Lego Therapy, in house mentoring and Safe Space counselling as needed.</p> <p>With COVID 19, pupils and parents have been signposted to contact lines and resources to support their emotional needs. These have also been added to the school's website. Alongside the recovery curriculum, we will ensure that PSHE is a key focus to support pupils' wellbeing moving forward. We anticipate more input in this important area to support pupils. Safe Space Counselling has continued during COVID 19.</p> <p>Staff are being training on Zones of regulation to further support pupils as they return to school.</p> <p>During COVID 19, FSM pupils have received vouchers weekly. This will continue across the summer as per the Government guidance.</p>
<p>Improvement of pupils resilience, team work and self confidence</p> <p>Emotional coaching to be used by staff</p>	<p>Removing barriers to learning is a proven way to improve the educational outcomes of pupils by using specialist support and targeting individual children with individual needs will allow identified pupils to access their learning once the barrier is removed.</p> <p>The PSHE JIGSAW curriculum that has been used this year has supported this too- through planning monitoring and book looks we have seen improved confidence which has impacted positively on learning although this is something that needs to be ongoing for further improvements to be made.</p> <p>External counselling and other services have been particularly beneficial (as mentioned above) for the pupils and will continue to be a key focus, particularly with the current COVID 19 situation</p>
<p>To raise staff awareness of attachment needs</p>	<p>Case studies have been useful in terms of tracking progress in detail for certain pupils. These case studies have been analysed and discussed at SLT meetings to identify next steps and celebrate successes. They have also been a focus of discussion with staff during training.</p> <p>Attachment awareness training for leads and then whole staff have impacted the awareness and care of pupils – this is something that we wish to continue as we have found this to be so useful this past year in support our vulnerable pupils.</p> <p>During COVID 19, staff have had further professional development in terms of Adverse childhood experiences and supporting pupils returning to school after lockdown. The feedback from staff has shown that this training was worthwhile and has provided them with tools and strategies to try with pupils when they return.</p>

<p>Increased attendance percentages by having a more strategic analysis / approach to understanding absences and ensure pupils are effectively targeted.</p>	<p>Through the Pupil Premium lead carrying out a breakdown of the barriers, this continues to be a key area for us. This analysis indicated that attendance is a barrier for almost a third of Pupil Premium pupils.</p> <p>Attendance meetings with key pupils and the Head / Deputy have ensured clear monitoring and follow up as have attendance meetings with the family support TA and the parents.</p> <p>The Family support TA in charge of attendance meets with families. Where necessary, the local authority officer has met with families with persistent absences.</p> <p>Reducing the cost of breakfast clubs has supported pupils to improve attendance also.</p> <p>Attendance of PP pupils - March 2019 (92.6%) to March 2020 (90.5%) has stayed steady although still needs to be a focus area. These figures are to be taken into account with COVID 19.</p> <p>The FSW has worked with a number of vulnerable families and has supported the families with a number of different barriers (of which attendance can be one). This has continued during COVID 19.</p> <p>During COVID 19, regular communication with parents has also been around children returning and supporting pupils for when they do. This includes completing risk assessments as necessary.</p>
<p>Improved parental participation</p>	<p>This year, spelling has been a school priority. As a result, this alongside reading was set up as a parent workshop. Children were invited to attend both workshops alongside their parents. Games, ideas and strategies were shared as well as being published on the website. Ten parents attended this workshop.</p> <p>We ensured that this workshop was delivered when the school held their annual book fair. The reason being that parents who attended the workshop received a voucher to spend to encourage their child to read recommended and challenging texts.</p> <p>There were plans to lead a Maths workshop before school closed due to COVID 19.</p> <p>Parental participation continues to be a focus – the teacher emails and staff phone calls have ensured this continues whilst school is on lockdown. As part of transition, parents were invited to virtual meetings with their new teachers.</p>
<p>Improved concentration in class and energy levels</p>	<p>Break time snack vouchers have been a positive as many of our children attend school without having had breakfast- this needs to continue.</p> <p>Pupil voice has shown how important these are for some of our families in terms of both financial support as well as pupil concentration levels.</p>
<p>Enrich the children's learning through extra-curricular opportunities</p>	<p>Throughout various extra-curricular opportunities, children's confidence has grown. Children enjoy the variety and different approaches that these experiences bring.</p> <p>Both the Big Foot Theatre and Wizard Theatre have been hugely beneficial in increasing children's confidence.</p>

	<p>Pupil Premium pupils gained in confidence through these emotional literacy sessions as seen by staff at school. Weekly feedback from Wizard Theatre has shown impact and has been a useful recording tool to evidence this upward trend in children's confidence.</p>
<p>To ensure Governors are holding the school to account for the spend of the Pupil Premium budget.</p>	<p>Before COVID 19, regular meetings were held with the PP lead and the PP lead Governor. This has allowed for both support and challenge to ensure that the provision provided is not only appropriate but also that the financial aspect is met.</p> <p>This is planned to continue. Moving forward, we will be using the analysis of Pupil Premium children's barriers to learning to ensure money is divided up according to the greatest needs.</p> <p>During COVID 19, email communication with both the Pupil Premium lead and the allocated Governor have continued. Virtual Governor meetings have still gone ahead – here Pupil Premium has been a standing update and this has allowed staff to share with Governors all that has been in place for these pupils during these times. Moving forward, both the Pupil Premium lead and allocated Governor have arranged to meet to further discuss finances to ensure the budget is being spent in the best way possible with regards to barrier for learning mentioned above.</p>