

Pupil premium strategy statement

School overview

Metric	Data
School name	King's Lodge School
Pupils in school	334
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£73,440
Academic year or years covered by statement	2019- July 2022
Publish date	Feb 2020
Review date	Sept 2020
Statement authorised by	Kim spencer
Pupil premium lead	Kim Spencer
Governor lead	Mark Griffiths

Disadvantaged pupil progress scores for last academic year 18-19

Measure	Score
Reading	-3.93
Writing	-1.55
Maths	-1.46
Measure	Score
Meeting expected standard at KS2 R/M	38%

Strategy aims for disadvantaged pupils

Aim	Milestones to achievement	Target date
1. Improve attendance for disadvantaged learners in order to <ul style="list-style-type: none">- ensure that no gaps become bigger and- that anxiety does not become a barrier to attending school	DL to achieve national average %tage Attendance policy is known to all parents through regular updates in newsletters Governors understand the importance of 96% attendance and the barriers to achieving it for some children School attendance meetings taking place with EWO and head Parents contacted when attendance falls below 96%	2021

<p>2. Class teachers to confidently support DL with a variety of strategies to improve outcomes</p>	<p>Books of DL showing high standards End of year attainment closing the gap with non DL from start of the year A range of support being offered to DL to ensure enjoyment and success including differentiation of resources and adult support PP lead to support teachers with ideas following CPD as a new leader Reading support in place through provision of additional adults in each Key phase</p>	<p>2022</p>
<p>3. Develop subject leaders to more effectively support DL progress through leadership of maths and English</p>	<p>Release time evidence for foundation and core subjects linked to the NC and school assessment Subject leaders to confidently discuss strategies for improving progress for DL through regular meetings and practical sessions in staff and governor meetings DL feeling confident in discussing their learning with subject leaders</p>	<p>2021</p>
<p>4. Increase percentage of DL achieving GD outcomes in KS1 and KS2</p>	<p>Improvement of %tage at N Improvement of %tage at GD Increase in %tage of DL attaining GLOD, Phonics and end of KS assessments Full understanding of how to measure progress for those that are below KS standards and are DL within KLS</p>	<p>2022</p>
<p>5. Local curriculum supporting the engagement of DL in KLS</p>	<p>DL recognising that learning is all around them – in line with the KLS local curriculum that is in place A wide range of learning locally to enthuse children in our curriculum – ongoing and has supported both SEN and DL for a long time DL able to discuss how they learn through different means – ensuring engagement at a level that is more than just formal assessment but real understanding of how to take control of what they learn, how they learn it and when they choose to access learning</p>	<p>2021</p>

Targeted teaching support for current academic year

Measure	Activity
Priority 1	<p>Use additional experienced teachers to deliver high quality support and interventions in both KS1 and KS2</p> <ul style="list-style-type: none"> - 3 days a week 2 UPS teachers in place to provide additional learning either in small groups or individually
Priority 2	<p>Use experienced teacher to work with children who did not attain GLD in EY and in years 1 or 2 with a focus on reading</p> <ul style="list-style-type: none"> - 1 UPS teacher working alongside the SENCO to monitor the progress of children in year 1 who did not meet the GLOD in EY - UPS teacher working to support small groups for reading and individuals - Additional TA support in afternoons to support hearing readers who do not get heard at home – evidence for this being in home school contact books where no reading comments from parents are recorded
Priority 3	<p>Development of the reading scheme with phonic approach linked to phase of learning</p> <ul style="list-style-type: none"> - 2 teachers 1 from EY 1 from ½ working together to sift the books in the reading scheme and replenish with new stock to support phonics phases for all KS1 children - This then follows into KS2 where some DL children continue to need this level of reading support
Priority 4	<p>Additional support staff working 1 to 1 post and pre teaching</p> <ul style="list-style-type: none"> - Teaching assistants are in place to work with 1 to 1 children to ensure they have the knowledge before the lesson and to recover the work soon after teaching if the principle learning has not been understood
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Regular reading not taking place at home - Lack of confidence to have a go at reading instructions independently in all areas causes children to make less progress when working independently
Projected spending	<p>£40,000</p> <ul style="list-style-type: none"> • 2 UPS part time • 2 TA's part time

	<ul style="list-style-type: none"> • New reading books • Release of class teachers and subject leaders • Training for staff
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Targeted Support

Measure	Activity
Priority 1	<p>To further develop Nurture room staff</p> <ul style="list-style-type: none"> - Currently a brilliant resource that supports children across the school – the more we use it the more we realise it could benefit others - More training is required to enable more staff to support the children
Priority 2	<p>To employ a pastoral manager</p> <ul style="list-style-type: none"> - This would ensure that a named person had an overall view of the vulnerable children within the DL group - Would provide a face to parents that was not the Head, a name and a face to ask for support without judgement
Priority 3	<p>To further train all staff to understand and support the needs of all vulnerable groups</p> <ul style="list-style-type: none"> - Gaining an understanding of why this particular group are more prone to vulnerabilities and how to reduce the impact of these
Barriers to learning these priorities address	<p>The emotional needs of our vulnerable groups to ensure readiness for learning</p> <p>Support for children and parents to ensure that attendance is high to access learning</p>
Projected spending	£27,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To appoint a PP lead TLR within the school</p> <p>-1 person constantly tracking and getting to know these children</p>

	-someone being held accountable for progress and attainment
Priority 2	To support wider personal development for all children to access clubs and trips <ul style="list-style-type: none"> - Developing self-esteem across all areas - Developing equal access to opportunities - Developing mental health and well being
Barriers to learning these priorities address	Consistent approach to tracking progress
Projected spending	£6000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure tracking is effective to raise concerns if progress is not on track	Ensure that twilight training time and staff meeting time is made available Pupil reviews include DL every time
Targeted support	To appoint the appropriate person for pastoral role with a clear job description	Governor discussions Clear understanding of the outcomes expected when interviewing
Wider strategies	Appointment of the appropriate member of staff	Good development opportunities and support

Review: last year's aims and outcomes

Aim	Outcome
To ensure that DL without SEN attained the national benchmarks for their phase of learning	4/4 100% attained GLOD 1/3 33% attained yr 1 phonics screening KS1 3/5 60% attained RWM with another 2/5 40% attained R/M KS2 1/4 25% attained RWM
To support extended learning opportunities for all children	All children attend all trips including residential school trips No child was excluded from clubs due to financial reasons
To support the emotional wellbeing of all pupils	Our nurture room supported and prevented exclusion of children successfully