

**KEXBOROUGH PRIMARY SCHOOL  
PUPIL PREMIUM GRANT  
2020-2021**

When making decisions regarding Pupil premium, it is important to consider the context of the school and the subsequent challenges faced. As a school, our main objective is to ensure that pupils are making good or better progress.

We have identified key priorities for the academic year 2020 - 2021, which form the basis of our School Development Plan. Our Pupil Premium will be used to support these key priorities.

<b>Total Number of Pupils on Roll</b>	<b>197</b>
<b>Total Number eligible for PPG</b>	<b>54</b>
<b>Amount of PPG per pupil</b>	<b>£1345</b>
<b>Total Amount received</b>	<b>£72630</b>

<b>Objective of PPG Spending</b>	<b>To rise standards of progress and attainment in core area of the curriculum</b>
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<b>Record of PPG by School Initiatives 2020 - 2021</b>					
<b>Year Group</b>	<b>Item</b>	<b>Cost</b>	<b>Description</b>	<b>Expected Impact</b>	<b>Impact 2020 - 2021</b>
All	20% of Deputy Head/SENCO Time	£14253	Support teachers in developing good practice in their approach to interventions. Ensure consistency of approach across year groups.  Management time for Deputy head to monitor the implementation, teaching, learning and assessment of Pupil Premium children.	Interventions to be more specifically targeted to children's individual needs. New approaches to be tried, where others have been evaluated as less effective. Good practice to be shared across school. Children entitled to Pupil Premium to make at least good progress from their starting points.	All but two practitioners delivering Read Write Inc have now been trained and in our Peer Review (March 2022) all teaching of RWI was judged to be at least Good.  In KS1 and FS, interventions have been focused around reading. These have proved effective to some extent, although the lasting legacy of COVID (pupil and staff absence) is still impacting on the level of effectiveness. In school moderation, book and planning scrutinies have identified

					<p>areas of inconsistency and these have been addressed.</p> <p>The 'Incredible Me' programme had been implemented across school, however we are yet to be able to assess the impact of this.</p>
All	Procure additional services from Educational Psychologists and Outside Agencies (Eg. SCI)	£3900	<p>Support teachers, parents and carers, where there is concern about pupils' educational development and/or behaviour in school.</p> <p>Support multi agency development and implementation of Education, Health Care plans (EHC).</p>	<p>Children are better equipped to cope with their emotions and feelings and as such be ready to learn.</p> <p>Families are involved in developing strategies to help with their child both at home and at school.</p>	<p>We have worked in collaboration with a number of other agencies (SCI; SCPHN; Health Visitors; Targeted Support; SALT; HI, etc) to support the ASDAT process for 8 children. The majority of these are still in progress, although there has been one formal diagnosis.</p> <p>2 EHCP applications are being prepared, with one moving forward in the Summer Term – this is for a child with PP.</p> <p>We are working closely with the Educational Psychologist to support 3 children who are presenting with difficulties that could indicate dyslexia and where their families feel that a diagnosis would be beneficial.</p> <p>Over 20 Early Help assessments have been undertaken and subsequent TAF meetings, where we have worked closely with other professionals to support families.</p> <p>We have recently commenced our second Webster Stratton parenting course, supporting 12 families in each cohort. This has received very positive feedback in terms of impact on the family.</p>

Whole School	Support staff delivering Speech Therapy	£6500	Support staff delivering individual speech therapy programmes.	Children better able to communicate, leading to raised self-esteem and removal of barriers to learning. Targeted support focused particularly in FS/KS1, leading to earlier support.	14 children received referrals to SALT and subsequent intervention during the first two terms. 4 have been discharged from the service due to completing targets or programmes meeting need. 4 of these children are now unlikely to need further support.
All	EWO	£1300	To continue to raise attendance with an aspirational target for all at 96.5%. Support for attendance tracking of eligible pupils & to tackle persistent absence.	Attendance of pupil premium children to be in line with cohort and persistent absence issues addressed Progress increased due to greater presence in lessons / sequences of lessons	The EWO worked closely with our PSA to tackle poor attendance and support improvements. This included early identification of potential non-attenders and the implementation of strategies to address this. When needed, the support and services of other agencies were engaged to provide additional support to raise attendance. Home visits were carried out, where appropriate, during Lockdown.
All	Targeted Training for Teaching and Support Staff	£2000	To source/access specific training for Class Teachers, TAs and Parent Support Advisor to support and enhance the life and academic success of vulnerable children and their families. To work with other schools to continue to develop early language and reading (NELI and RWI).	Life chances and academic success of vulnerable children and their families is improved. Teaching is good or better due to an increased understanding of issues affecting our families and how to support these. Increase percentage of children eligible for Pupil Premium achieving end of year expectations.	CPD has been sourced and accessed as appropriate including training for all DSLs in school and Middle Leader progression. RWI training was sourced for all teachers and TAs new to the programme. Non-Teaching staff were also trained in RWI 1:1 tutoring to support phonics intervention work and. Core Subject Leaders and SENDCOs were also able to engage with other leaders across the ECM trust to share good practice at training events. Collaborations with other schools, and participation in joint activities, has ensured our children benefit from best practice elsewhere as well as from

					<p>within. The PSA has been on numerous courses that have equipped them to better support vulnerable individuals and/or families including contextualised safeguarding.</p> <p>INSET undertaken includes:</p> <ul style="list-style-type: none"> <li>• KCSIE</li> <li>• RWI</li> <li>• Incredible Me</li> <li>• Contextual Safeguarding</li> <li>• Intervention Tracking</li> <li>• Online Safety</li> </ul>
All	Contributions towards school trips	£2900	Supporting the development of the whole child, giving them life experiences which they may not have been able to get without this additional financial support	<p>Good relationships maintained between parents and school. Equal opportunities provided for all children regardless of background or financial position.</p>	<p>Educational visits have taken place to provide enrichment to the curriculum. Y6 children completed their Crucial Crew visit – this is particularly beneficial in supporting PHSCE work. They also visited Eden Camp as part of their History studies on World War II.</p> <p>Year 4 and 5 children enjoyed a residential visit to Kingswood, Penistone in March and developed a range of skills and accessed a number of activities for the very first time.</p> <p>Year 5 have visited Merton Park as part of their Vikings topic.</p> <p>Year 3 have visited The Royal Spice as part of their Food Glorious Food topic.</p> <p>Year 2 visited the Thackray Medical Museum to extend their studies about Florence Nightingale. They also planted bulbs and went on a litter pick with the North Area Council Team.</p> <p>Year 1 visited Wigfield Farm during the Spring Term.</p>

					<p>All chn in FS2 and KS1 went to watch the annual pantomime at the Lamproom Theatre in December. All the chn in KS2 travelled to Leeds to see a production of Gangster Granny.</p> <p>We also have Den Building planned for all the chn in school during the Summer Term.</p> <p>Many of the children overcame fears and participated in experiences for the first time, equipping them with confidence and skills that they will continue to use.</p>
Whole School	TA to support specifically targeted interventions	£31142	<p>To provide additional targeted support in key areas of learning and addressing gaps resulting from C-19 impact.</p> <p>To continue to work with children and target specific areas for improvement.</p> <p>To provide a higher staff: child ratio in RWI</p>	All PP children make good or better progress across the curriculum	This will be analysed following end of year results, however indications show that those chn with PP are making progress across the year.
All	Annual Subscription to CPOMS	£645.00	To monitor child protection, safeguarding and a whole range of pastoral and welfare issues.	To log <b>Child Protection and Safeguarding</b> concerns. Record wider <b>pastoral and welfare</b> information across school to ensure a 'joined up' approach to safeguarding children.	All safeguarding information is stored securely and is instantly accessible to the appropriate staff. This supports the successful recording and sharing of information in a time efficient manner. It is also useful when new children transfer in to school, providing instant access to historic safeguarding information. As the system is fully electronic there is also no need for paper copies of confidential information

FS1 (Chn with SEND in FS2/Y1)	WellComm Screening Tool	£330	To screen children to assess communication skills and address any gaps identified. To prepare children for learning throughout school.	Language and communication issues addressed early on so that they have less impact on learning.	The use of WellComm allows early identification of communication issues that may impact on the children's learning. This enabled us to work closely with parents to bridge any communication gaps that had emerged and to refer to the correct services (Eg. SALT). NELI has also been used in FS2, where we have a trained practitioner, to support chn's language development.
Whole School	Resources	£2690	Purchase specific resources to enhance the life and academic success of PP children. To purchase new resources that have been recommended by professionals to aid individual and small group interventions.	Equal opportunities for all. Children entitled to Pupil Premium funding are able to access both academic and non-academic experiences in school. All PP children make good or better progress across the curriculum	Classes continue to access the playground equipment on a regular basis at lunch time, providing them with a focus and new challenges. This also supports positive lunchtime behaviour and the development of collaborative and team skills. We have purchased basketball nets for both KS1 and KS2, which are enjoyed by all chn. We have employed a PE apprentice who supports the chn in playing games in their PE lessons and also during social times. Resources are purchased as and when needed as existing equipment ends its life-span.
Whole School	Continue to employ a PSA	£6000	To support parents, carers and pupils with educational, emotional and behavioural issues. To extend positive working relationships with hard to engage families, supporting the whole family.	Families report feeling supported and relationships with school are strong.	Our PSA is an invaluable support to families. During the year she has been able to: <ul style="list-style-type: none"> <li>• Lead and support over 20 EHAs.</li> <li>• Run 2 rounds of the Webster Stratton parenting programme.</li> </ul>

			<p>To support parents in supporting their child's learning.</p> <p>To provide adult learning support for Parents and Carers.</p> <p>To be lead professionals on EHA plans and co-ordinate support packages</p>		<ul style="list-style-type: none"> <li>• Run the Sleep Tight programme on a 1:1 basis.</li> <li>• Support parents in their understanding of the SEND and medical needs of their children.</li> <li>• Liaising with other professionals to broker support for families.</li> <li>• Monitoring and supporting attendance.</li> </ul>
Whole School	Continue to employ a wellbeing specialist	£700	<p>To work with children to explore their feelings.</p> <p>To use the Beyond Words books to help children articulate their feelings and anxieties.</p> <p>To be able to identify early, any causes for concern with a child.</p>	Children have an avenue through which to explore their anxieties, leaving them better able to learn and produce good outcomes.	Marie Grant has supported around 40 children this academic year in their mental health and wellbeing. The majority, although not all, of these have been those with PP.
<b>TOTAL</b>		<b>£72360</b>			