

Pupil premium strategy statement: Kingsway Primary School

School overview

Metric	Data
School name	Kingsway Primary School
Pupils in school	310
Proportion of disadvantaged pupils	31 (10%)
Pupil premium allocation this academic year	£51,440
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	July 2020
Statement authorised by	
Pupil premium lead	Emily Banks
Governor lead	Elizabeth Stock

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2.91
Writing	-0.16
Maths	1.26

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	13%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Writing progress was lower than reading and maths for PP children, therefore we will ensure all staff have received appropriate in school CPD to deliver an effective writing curriculum. All teaching staff to have a Performance management target in writing. Purchased National Moderation in writing scheme ('No More Marking') for each year group to use to quality assure assessment.

Priority 2	To accelerate the progress of disadvantaged children through the '20 day challenge' following data entry each term. Pupil Premium champion undertaking the NPQML with the main project based on targeting disadvantaged pupils accelerated progress.
Barriers to learning these priorities address	Ensuring that Pupil Premium children meet the expected national standard. Ensure that Pupil Premium children experience quality first teaching of writing, and effective and fast acting interventions.
Projected spending	£40,000

Progress priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve national average progress scores in KS2. Reading (0)	September 2020
Progress in Writing	To achieve national average progress scores in KS2. Writing (0)	September 2020
Progress in Mathematics	To achieve national average progress scores in KS2. Maths (0)	September 2020
Other	Improve attendance of disadvantaged pupils to LA average (98.5%) Achieve national attainment in science at the end of KS2.	September 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group interventions for reading, writing and maths for disadvantaged pupils. All LSA's will be fully utilised to split children into smaller ability groups, to ensure targeted, appropriate support is given.
Priority 2	Implement and monitor the use of '20 day challenge' for the first 4 weeks following each data drop to target disadvantaged pupils in writing in line with the whole school priorities.
Barriers to learning these priorities address	Promoting a positive attitude towards writing, and instilling the vocabulary for children to improve their writing – typically an area of weakness
Projected spending	40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	The use of an attendance officer to ensure disadvantaged pupils' attendance meets the whole school and national figures.
Priority 2	Ensuring that disadvantaged pupils have access to the same experiences as their peers, through funding trips, after school sports clubs, uniform, extra books for reading for enjoyment, additional learning resources to accelerate progress.
Barriers to learning these priorities address	Improving the attendance and readiness to learn for disadvantaged pupils. Ensuring all disadvantaged pupils are able to have the same educational experiences as their peers.
Projected spending	£11440

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is given to enable staff professional development	Use of whole school INSET days and CPD delivered through weekly staff meetings.
Targeted support	Ensuring adequate time for interventions to support small groups and 1:1 children	Maths lead set out intervention timetable, and LSA's released from class to lead small group work.
Wider strategies	Engaging families and children	Working with attendance officer to address attendance issues, regular contact with parents to inform of progress, and targets to achieve future progress. Release time for teaching staff, as required, to meet with families to address ways to move forward.

