



Kirk Merrington Primary School Pupil Premium Strategy 2019- 2020

Pupil Premium Expenditure 2019-2020

Pupil premium is additional funding for schools to help improve the attainment and progress of some groups of pupils and help close any gap there might be between them and their peers.

These groups are:

- Pupils receiving free school meals or have done so at any time in the previous six years.
- Pupils who are looked after or adopted from care.
- Pupils who have a parent in the armed forces.

Number of pupils and pupil premium grant (PPG) received		
Total number of pupils on roll	138	
Total number of pupils eligible for PPG	20 (14.5%)	
	Ever 6/ FSM	£1323
	Children adopted from care	£1700- Virtual School keep £600
	Service children	£300
Total amount received		£28,660

At Kirk Merrington we aim to provide all children with a range of activities that they might not always have access to. We provide a wide variety of activities that enhance their education and well-being. We also support their learning through programmes delivered to individuals or small groups.

***Impact is reviewed each term**



Area for Development Barrier Proposed Impact	Strategy	Cost	Evaluation	Impact
EYFS				
<p>Too few disadvantaged children are achieving the ELG for reading and writing</p> <p>Speech and language difficulties Limited vocabulary knowledge Poor listening and attention Poor fine motor skills</p> <p>75% of disadvantaged children will achieve the ELG for reading</p> <p>Too many disadvantaged children experience obstacles in achieving ELG in PSED. KMPS Key Drivers recognises the critical importance that a positive sense of self and the ability to establish strong relationships with peers plays in developing characteristics for effective learning.</p> <p>Difficulties engaging and interacting appropriately with others Working collaboratively with peers</p>	<p>Blast speech and language intervention delivered 4 x per week by a TA</p> <p>2 days in school training Bespoke to needs of children.</p> <p>TA employed 1 extra day each week to support learning needs of children</p>	<p>£500 for a 6 week block</p> <p>£700</p> <p>£4000</p>	<p>Children have increased their vocabulary and are able to communicate better with staff and peers.</p> <p>Staff have identified individual needs and sought further support from external professionals.</p>	<p>Only 25% of the children were on track to achieve the ELG in reading.</p> <p>No Summer assessment due to COVID 19</p> <p>50% on track to achieve ELG in PSED</p>



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<p>75% of disadvantaged children will demonstrate characteristics for effective learning.</p> <p>Children will be better prepared for their transition to KS1</p> <p>Children will use positive relationships to support and develop their characteristics for effective learning (Link to KMPS Key Drivers)</p>	<p>Lego Therapy sessions delivered by a trained TA + additional Lego sets</p> <p>Apprentice employed to support children</p>	<p>£500</p> <p>£5000</p> <p>Total Spend: £10700</p>		
Key Stage 1				
<p>Two children at risk of not achieving ARE in Writing at the end of KS1</p> <p>Poor concentration Poor phonic skills Lack of independence</p> <p>66% of disadvantaged children in Y2 will achieve ARE in Writing. (33% will exceed ARE in writing)</p>	<p>Higher 1-1 input and targeted small group teaching <i>EEF research suggests a gain of 4 months when children receive small group tuition</i></p> <p>Higher small group support and targeted teaching Specific support with writing <i>EEF research suggests a gain of 4 months when children receive small group tuition</i></p>	<p>£5500</p> <p>Total Spend: £5500</p>	<p>This continues to be an area for development.</p>	<p>33% on track for expected. 0 on track to exceed.</p> <p>No Summer assessment due to COVID 19</p>
<p>Too few children are exceeding ARE in reading at the end of KS1</p>	<p>Staff to receive training from the EWEL team</p>	<p>£ TBC</p>		<p>33% on track to exceed in Reading</p>



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<p>Increased emotional needs Children not having wider life experiences The proportion of Y2 disadvantaged children exceeding ARE in Reading will increase to 33%. Attendance at school will be above 96%</p>	<p>Fund after school clubs and subsidise visits</p>	<p>£150</p>		<p>No Summer assessment due to COVID 19</p>
<p>Key Stage 2</p>				
<p>Two disadvantaged children starting swimming lessons. (One child has a physical disability and requires additional support in this activity)</p> <p>Previously never been swimming</p> <p>66% of disadvantaged children will achieve 25 metres</p> <p>100% of disadvantaged children will be able to swim independently using a recognisable stroke.</p>	<p>1:1 swimming lessons</p>	<p>£400</p> <p>Total Spend £400</p>	<p>Swimming lessons stopped in March 2020.</p>	<p>The children have gained confidence in the water but 25 metres was not achieved.</p>
<p>The proportion of KS2 girls who achieved ARE in Reading is low (only 30%)</p> <p>Low self esteem Weak phonic Skills Parental lack of confidence</p> <p>75% (6 out of 8) girls achieve ARE / achieve good progress from individual baseline for Reading Children will develop reading fluency Children will be able to read for sustained periods of time</p>	<p>Peer to peer reading introduced.</p>	<p>£500 for a six week block</p> <p>£500 resources</p> <p>Total Spend:</p>	<p>Children feel more confident. Parents have clearer understanding of the importance of practising reading at home. Book marks give parents comments for reading records.</p>	<p>6/8 on track for ARE</p> <p>No Summer assessment due to COVID 19</p>



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Children will become more confident and independent		£1000		
Whole School				
<p>Progress and attainment in Maths could be improved</p> <p>Parents unsure how to support at home with Maths</p> <p>Children have individual gaps in knowledge</p> <p>Children experience difficulties transferring knowledge and understanding to solve mathematical problems</p> <p>Children are highly engaged and positive about Mathletics program.</p> <p>Mathletics increases pupils' fluency and retention of basic number facts.</p> <p>Mathletics provides alternative ways of presenting calculations.</p> <p>Mathletics increases confidence in applying them. Pupils can access learning at home – parents more engaged in children's learning.</p>	Annual licence to use Mathletics	£653	<p>Pupils are engaged by Mathletics, they enjoy receiving certificates and the weekly trophies.</p> <p>Pupil participation at home is high.</p> <p>Pupils can practice at home learning from school.</p>	Children were able to access Mathletics as part of Home learning.
		Total Spend: £653		
<p>Too few children are reaching and exceeding ARE in writing</p> <p>Children have poor spelling skills and difficulties remembering rules</p> <p>Daily sessions to support transfer of knowledge to long term memory.</p> <p>Parents unsure how best to support children at home</p>	<p>Annual subscription to IDL</p> <p>Annual subscription to Spag.com</p>	<p>£500</p> <p>£120</p>	<p>Spelling continues to be a barrier for some children.</p> <p>Spag.com provides useful tasks for children. This helps to support the repetition.</p> <p>Common exception words are sent home for parents.</p>	<p>IDL was not accessed at home. Children are not engaged by the program and so the subscription will not be continued.</p> <p>More support for parents is still required.</p>



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<p>The profile of spelling will be raised across the school with daily phonics sessions in KS1 and daily spelling sessions in KS2. Children will be able to spell more words on their year group word list Children will remember more spelling rules Children can access learning at home</p>	<p>Re-run Parents Information Sessions</p>	<p>Total Spend £620</p>		<p>Additional focus on spelling needs to continue next year.</p>
<p>To improve the provision in school for Social, Emotional and Mental Health.</p> <p>An increasing number of pupils are presenting with SEMH difficulties which stem from challenging home lives, parental mental health concerns. These difficulties can present obstacles to access learning.</p> <p>Pupils will feel more-able to meet the academic challenges of school and will make at least expected levels of progress. Children’s SEMH needs will be met.</p> <p>Increased positive pupil and parental engagement with school</p>	<p>Staff training in Relax Kids</p> <p><i>EEF research suggests a gain of 4 months when children receive emotional support</i></p> <p>Counsellor employed to work with children</p> <p>Staff trained to run Nurture Groups</p> <p>Equipment purchased</p> <p>Nurture Group Intervention 2 afternoons each week for identified children</p> <p>Fund after school clubs and subsidise visits</p>	<p>£1000</p> <p>£2500</p> <p>£480</p> <p>£500</p> <p>£5000 staffing costs</p> <p>£250</p> <p>Total spend: £9730</p>	<p>The school counsellor worked with 6 children from across the school. Sessions stopped in March 2020.</p> <p>Staff attended Nurture group Training. Nurture sessions were set up for key children.</p> <p>Peripatetic music lessons were subsidised and additional clubs for individuals.</p>	<p>Children were less anxious and less emotional and so able to access the curriculum better.</p> <p>Children built stronger relationships with key adults in school.</p> <p>Children co-operate better and have more empathy with others.</p> <p>Children had opportunities they may not have otherwise had.</p>



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		TOTAL CALCULATED SPEND TO DATE: £28,203		
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Rationale

The profile of PP children at KMPS is best characterised by the expression “consistently inconsistent”. They represent the full spectrum of ability, attainment and achievement, as well as representing the range of Special and additional needs. Just as our small cohorts skew data, our fluctuating numbers of PP children make analysing data and identifying trends difficult to establish.

We have the highest aspirations for all our children. We want to provide an exciting bespoke curriculum which meets every child’s needs and contributes to their academic, personal, social and emotional development. Our curriculum is underpinned by our three key drivers: 21st Century Citizens, Independent Learners and Healthy Living and these are fundamental considerations when identifying priorities for our PP Strategy.