Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Robert Le Kyng Primary School
Pupils in school	416
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£113, 010
Academic year or years covered by statement	2018-21
Publish date	1st November 2019
Review date	30th October 2020
Statement authorised by	Susan Smith
Pupil premium lead	Dave Barnett
Governor lead	Roy McNaughton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.5
Writing	+0.8
Maths	+0.3

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	5%
Year 1 phonics	92%

Strategy aims for disadvantaged pupils

Measure	
Priority 1	Raise standards in reading across the school. Ensure all staff have appropriate training to deliver our phonics programme effectively.
Priority 2	Improve progress of PP children in maths.

Barriers to learning these priorities address	Attendance
	Teacher time to deliver evidence based interventions

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Close the gap so that PP progress in writing matches that of "other" children	Sept 21
Progress in Mathematics	Close the gap so that PP progress in maths matches that of "other" children	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to match "other" (95.8%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Training for all staff on whole class guided reading and mastery approach to reading lessons.
	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively
Priority 2	Embed Teaching for Mastery in maths across all year groups.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£35,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Release class teachers to implement targeted reading interventions (evidence based)
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics.
Projected spending	£55,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring attendance for PP is equal to that of "other children". PP champion time to work with individual children to support attendance – reward scheme.
Priority 2	Work with parent support advisor to support behaviour at home, bedtimes and routines
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£22,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by PP champion
Targeted support	Ensuring enough time for class teachers to support small groups	Release timetable for class teachers to teach interventions
Wider strategies	Engaging the families facing most challenges	Working with PSA Smiley Cats programme Working with EWO

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Improvement in disadvantaged pupil progress from 2018 (-3.6) to 2019 (-1.5). On track towards aim. Writing disadvantaged progress remains steadily above national (+0.8)
Progress in Mathematics	Disadvantaged progress in maths remains above national (+0.3), but gap between disadvantaged and "other" is larger than 2018.
Phonics	In 2019 disadvantaged children outperformed "other" children and national, with 92% passing the phonics screening.
Other	Attendance of disadvantaged children similar to last year (95.1%), however gap between disadvantaged and "other" is slightly larger (2017-18: 0.38%, 2018-19: 0.78%).