|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Total no. of pupils** | **No. of children in receipt of PP** | **Amount per pupil** | **Total** | **Additional funding** | **Date of review** |
| 177 | 11  | £1345 | £14,795 | 5 children in receipt of forces premium @ £310 (£1550) | July 2022 |

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| **Statement** |
| At **Kingsley Community Primary and Nursery School**, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). |
| **In School Barriers** |
| 1 | A proportion of our pupils face challenging home lives that act as a barrier to learning |
| 2 | A proportion of pupils face a lack of parental support  |
| 3 | For a proportion of pupils (esp PP) emotional wellbeing is a significant issue |
| 4 | Evidence of Poor concentration and motivation, in many cases linked to SEN |
| External Barriers |
| 1 | Poor and incontinent Attendance |
| 2 | Lack of parental support |

**Aims and Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Desired Outcome** | **Success Criteria** |
| 1 | Improved outcomes for all children in terms of progress | **Children will know more and remember more despite their starting points or ability** |
| 2 | For all children to feel ready to learn and possess the appropriate skills to be able to  | **All children can engage in their learning and make progress in line with their peers** |
| 3 | All children to be able to access a quality curriculum  | **Children’s strengths will be celebrated in all areas of the curriculum**  |
| 4 | All children to benefit from additional parental support | **Parents feel empowered to engage with the children’s learning****Children’s progress is in line with their peers** |

**Action Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Desired Outcome** | **Action** | **Rationale** | **Monitoring** | **Lead** | **Budget** | **Review Date** |
| Improved outcomes for all children in terms of progress | Targeted intervention for our Year 1 and 2 cohorts  | Pandemic has impacted on Years 1 and 2 in terms of the basic skills in early reading and phonics | Internal tracking of interventionsLearning walks  | SH/SL | £8300 |  |
| For all children to feel ready to learn and possess the appropriate skills to be able to  | Elm class to be used as a ‘morning’ club starting at 8:30 for identified children who would benefit from additional time to settle and talk  | School has identified a high proportion of our PP children do not come into school ready to learn due to circumstances before school  | Pupil voice Safeguarding monthly meetings | LM | £1600 |  |
| All children to be able to access a quality curriculum  | Upskilling of teaching staff to ensure that they have the knowledge to support those children with vulnerabilities and/or barriers | Essential that all children can access the wider curriculum, research shows that children with literacy barriers may struggle to access other areas | Learning walksDrop ins with Subject leads | SH/MS | £3295 |  |
| All children to benefit from additional parental support | Sessions to be offered to our parents for a range of areas including SEN and disabilities and mental health and parentingMonthly topic to be identified and parents invited | Support for parents vital in order to give them coping strategiesSessions will focus on developing skills as well as a support network of other adults | Parental VoicePupil feedback  | BM |  |  |
| Increase focus on positive mental health and well being  | Vulnerable children identified for ELSA. ELSA intervention and supervision sessions to be reinstated Increase the offer of “nurture” clubs Leadership time to manage pastoral provision need | Research shows that pandemic has had a negative impact on mental health Level of need within school increased  | Supervision meetingsPupil Voice | SH | £1600 | Termly |