



Pupil Premium

Intervention & Support

Autumn 2020

# The Pupil Premium

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers.

The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Primary schools are given a pupil premium for:

Children in Reception to Year 6 who are currently entitled to free school meals based on their family income.

Children in Reception to Year 6 who were previously entitled to benefits-based free school meals, even if they're no longer eligible.

Children in care.

Children previously in care who have been adopted, or who have a special guardianship order, a child arrangements order or a residence order.

Children recorded as being from service families.

# Monitoring Academic Progress and Engagement

|   |   |   |                 |                     |                      |           |                                    |  |
|---|---|---|-----------------|---------------------|----------------------|-----------|------------------------------------|--|
| R | W | M | Club Attendance | Parental Engagement | Barriers to learning | Strengths | Areas of Need (Academic/Emotional) | School Provision in addition to QFT/Wave 1 |
|---|---|---|-----------------|---------------------|----------------------|-----------|------------------------------------|--|

At Kingslea, we look at the whole child to determine how best to support children to fulfill their potential. Monitoring the areas below allows us to identify areas of need and how best to support children across characteristics:

- Reading, writing and maths (an overview of academic progress)
- Club attendance and engagement with extra-curricular activities – 100% of Kingslea children attend one or more after school club
- Parental engagement- communication between school and families is key to a child's progress
- Barriers to learning- what is impacting on a child's ability to access the full curriculum, what are school/home doing to work through or remove those barriers
- Strengths- identifying areas that children are confident in and challenging them appropriately
- Areas of need- identifying where a child may need additional support either academically or emotionally
- School provision- monitoring intervention that is offered in addition to quality first teaching in the classroom

Monitoring includes formal/informal meetings between teachers and the Inclusion Team to ensure each child is receiving the appropriate support for their need. This is in addition to termly pupil progress meetings and the SEND Audit.

# Academic Intervention & Emotional Well-Being Support

As with all children, the needs of children in receipt of the pupil premium are wide and varied. Children may receive targeted intervention in addition to quality first teaching.

Support includes but is not limited to:

- Narrative Therapy (comprehension)
- Jump Ahead (fine and gross motor skills)
- 1:1 Early morning reading support
- Literacy intervention (spelling, phonics, vocabulary)
- Executive functioning (organisation/memory skills)
- Pre/post teaching of maths, English, vocabulary
- Bespoke resources to support independence (reminders, timers, scaffolded/differentiated activities)
- Counselling services for parents and children
- ELSA 1:1 - Emotional Literacy Support Assistant- support the emotional needs of pupils. Recognising that children and young people learn better and are happier in school if their emotional needs are also addressed.
- Learning Mentor 1:1- provide support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional problems or other issues.

Children have opportunities to voice their opinions and concerns around the support they receive. This may be through informal chats, formal meetings with parents/carers, feedback forms, surveys or class discussions.

# Relationships

Staff work alongside parents/carers to ensure every child has what they need to feel happy, confident and ready to learn.

Visibility of senior staff every morning and afternoon creates an environment where parents/carers feel they can approach staff with concerns or queries or relay information to school that may be impacting on their child's well-being.

Parents/carers inform on who they want to share information with and why.

Parents/carers are often invited into school to attend workshops alongside their children and engage in activities as a family.

Parents/carers can access the Inclusion team directly to discuss concerns and work together to create positive outcomes for children.

Children continually witness positive co-production between school and home.