

Kilburn Grange School
Pupil Premium Allocation and Action Plan 2017- 2018

Context

Kilburn Grange School is a Free School, which opened in September 2015 with two forms of reception pupils. Currently the school has 116 pupils on roll against a PAN of 180. The school is in the London borough of Brent, yet borders other boroughs such as Camden, Westminster, Barnet and Kensington and therefore serving a very diverse community. There are 24 different ethnicities represented at the school other than white British and 72% of the pupils have English as an additional language (EAL) with 28 different languages represented. 10% of the pupils at the school are SEND and 38% of the pupils are eligible for PPG. Most pupils have had previously attended nursery. A small number of pupils have not had any pre-school experience. The school also experiences high mobility, which has had an historical impact upon attainment and attendance, particularly in the Year 2 cohort.

Allocation

Date	£ per pupil	Number of eligible pupils	% of school population	£ Total for KGS
2017 – 2018	£1,320	44 (Oct. census)	34%	£58,080

Schools report by academic year, as this is more meaningful for parents; however, the grant allocation is per financial year. Kilburn Grange School will allocate the PPG over the academic year.

Kilburn Grange School Principles

In line with many of the recommendations from the Ofsted report, *'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'*¹, Kilburn Grange School is committed to upholding the following principles and practices:

1. Ensure that the PPG is ring-fenced so it is always spent on pupils it is intended to support
2. Ensure governors are thoroughly involved in decision making and evaluation processes
3. Avoid confusion between entitlement to the PPG support and perceptions of lower ability; maintain high expectations of pupils eligible for the PPG including via individual success criteria
4. Focus on core learning in reading, writing and mathematics and recognise the importance of daily high-quality teaching so that children 'keep up' rather than 'catch up'.
5. Ensure that relevant staff know which children are eligible for the PPG and so can take responsibility for accelerating their progress; ensure this is part of the school's performance management system
6. Use research and case studies (such as Sutton Trust, Ofsted, Education Endowment Fund toolkit²) to guide planning and implementation and spend funding on ways known to be most effective

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

²<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

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Pupil Premium Allocation and Action Plan 2017- 2018

7. Track effectiveness of the strategies in use by robustly monitoring and measuring impact on a frequent basis, thus allowing for expedient adjustments as necessary
8. Seek and provide high-quality CPD opportunities for all staff
9. Ensure that the PPG is spent to raise standards and broaden opportunities
10. Ensure demonstrable impact of each aspect of spending on the outcomes for pupils
11. Provide transparent reporting processes so that parents, governors, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
12. Break down barriers to learning (including poor attendance, behaviour or links with families) to ensure that every pupil receiving the PPG learns, enjoys and succeeds.

Summary of the main barriers to educational achievement

Please see below for a summary of the main barriers to educational achievement faced by the eligible pupils at Kilburn Grange School. In all year groups, the majority of pupils have more than one barrier to learning which is having an impact on their attainment and / or achievement.

- Attendance
- Child Protection
- EAL
- SEND
- Behavioural, Social, Emotional or Development

Actions carried out by the school to overcome the barriers to learning

- Dedicated Family Support Worker who carries out weekly attendance analysis and reports this to the HT. An attendance target is set, letters are sent and meetings are arranged with parents in order to improve attendance. It is expected that their progress and attainment is in line with or quickly improving to that of their peers.
- The Designated Safeguarding Lead meets half termly with the Deputy Head Teacher (DHT) to discuss the progress and attainment of all pupils including those eligible for PPG. This is based on information gathered from Pupil Progress Meetings which take place with the class teachers, teaching assistant, DHT and Special Educational Needs and Disabilities Co-ordinator (SENDCo). It is expected that these pupils are making expected or better progress and their attainment is in line with their peers.
- Pupils with EAL receive Speech and Language Intervention from the Family support Worker or teaching assistant. Their progress and attainment is monitored every six weeks and reported at Pupil Progress Meetings.
- If pupils' behaviour is of concern and therefore, reaches the threshold for referral as stated in the behaviour policy, class teachers report this to the HT so that a meeting with parents can take place.
- Pupils that have emotional or social barriers are supported by the school's therapist. It is expected that this will support them to make progress and attainment in line with their peers or be quickly catching up.

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Successes from 2016-2017

- The use of the therapist to support pupils at the school to support vulnerable pupils on a weekly basis has had an impact on pupils' confidence and social skills. All pupils have made good academic progress.
- The FSW has had direct impact upon the improvement in the attendance and persistent absenteeism of pupils at the school and by the end of the year the school was in line with the national average.
- Due to the successful spending strategy in previous years, the PPG spending plan has remained largely the same.
- 100% of pupils were able to access school visits.
- The amount of negative behaviour and challenging behaviour reduced throughout the year.
- At all times pupils wore school uniform.
- Pupils with SEND made more accelerated progress than their peers.
- More able PPG pupils were able to work collaboratively and independently to create pieces of art work.

Where pupils made limited progress in 2016-2017, they had more than one barrier to learning and therefore the school has individual case studies to document their achievement.

Key Whole School Priorities 2017 -2018:

1. Challenging all staff to ensure that the gap is closing and the pupils meet or exceed national expectations in GLD phonics and KS1 SATs.
2. Improving standards of writing throughout the school.
3. Continuing to improve attendance.
4. Developing an effective PTCA to support the growth of the school.

PPG Priorities 2017 -2018:

1. Challenging all staff to ensure that the gap is closing between PPG and non-PPG in reading, writing and maths in Year 2.
2. Improving standards of writing throughout the school particularly for more able PPG.
3. Provide sports enrichment for more able PPG pupils.

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Spending Strategy

Total allocation: £58, 080

Total Spend: £63,764.58

Strategy	Allocation % of PPG	Summary of intervention	Proposed impact	Measured impact
Part-time Family Support Worker.	65% £37,901	Support for with parenting, signposting them to local services and nursery provision for younger siblings. Intervention groups once a week to support pupils to develop their social skills.	Improved outcomes for individuals.	Pupils will have shown progress in PSED compared to their starting points and there will be fewer incidents of negative behaviour. Attendance for pupils will be in line with national or rapidly improving. Persistent absenteeism will reduce term on term. Pupil progress and attainment will be in line with or quickly improving to that of their peers.
Learning resources	3% £2,000 17% of educational resources budget.	Purchase of additional resources e.g. books, ICT, sensory toys based on diagnosis of pupil need.	Pupils can access personalised learning opportunities through targeted use of resources	Pupils listening, attention, managing feelings, and behaviour will have improved compared to their starting points. Pupil progress and attainment will be in line with or quickly improving to that of their peers.
Sports Coach	1% £858 (11 days per year)	To provide enrichment and challenge for high achieving PPG pupils.	Pupils are more engaged during outside learning.	Rapid improvement in skills and understanding of team games compared to their peers. Pupil progress and attainment will be in line with or quickly improving to that of their peers.
Support with uniform (50% discount for eligible families)	2% £1,200 (based on 13 new pupils who are PPG)	KGS will pay 50% of the cost of a full set of school uniform.	All pupils feel part of the school community. Pupils are happy, confident and have high levels of self esteem	All pupils will consistently wear the correct school uniform.
Pupil Well-being	13% £7,600	Therapist to carry out a series of sessions with pupils who have suffered trauma, bereavement or have specific emotional needs.	Pupils will be able to speak about their feeling and learn how to deal with	Pupils will have shown progress in PSED / PSHE compared to their starting points.
Educational Visits	8% £4,800	Pupils will receive subsidised educational visits and after school clubs / breakfast club.	All pupils will be able to attend school visits.	Pupils' will have a deeper knowledge and understanding of the curriculum. Refer to KWL chart. Pupils attendance in the school day will have improved and they will feel more motivated to come to school. Pupil progress and attainment will be in line with or quickly improving to that of their peers.
Additional support from TA's in all year groups for targeted intervention e.g. Speech and language. (Combined TA salaries for on 5 hours support per week from TA assigned to Year Group. Additional TA assigned to Year 2.	7% £3821 £564.58 KGS budget	Targeted intervention for pupils to improve their writing across the school. Targeted intervention groups in Year 2 to improve standards in reading, writing and maths.	Standards in reading, writing and maths will have improved across the school.	At the end of the year PPG, pupils will be in line with their peers and in line with PPG pupils nationally at the end of KS1. Pupil progress and attainment will be in line with or quickly improving to that of their peers.