

Kilburn Grange School Pupil Premium Strategy Statement

This statement details Kilburn Grange School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kilburn Grange School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	55% (115/211)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Ms Helen Khinich Headteacher
Pupil premium lead	Ms Helen Khinich
Governor / Trustee lead	Mark Greatrex/Rob Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,275
Recovery premium funding allocation this academic year	£16,385
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£175,660

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged children can often face a number of barriers to their learning. There may be less support available at home, behavioural issues, problems with attendance and punctuality, or social and emotional difficulties that impact upon their schooling. It is also the case that many children who are in receipt of free school meals are not socially disadvantaged and there is no 'one size fits all' solution as to the best use of Pupil Premium funding. It is also important to recognise that not all pupils who are socially disadvantaged are in receipt of free school meals and the school must ensure that these pupils are also supported.

When creating this strategy we have carefully considered the context that Kilburn Grange School finds itself in. We have worked collaboratively as a staff team, using research by the Educational Endowment Fund, to support our decisions on the strategies we will implement that will have the greatest impact and offer the best value for money.

Kilburn Grange School has a high percentage of pupils who are eligible for the Pupil Premium. We make no assumptions based on whether a child is Pupil Premium or not and we firmly believe that every child has the right to thrive and achieve to their full potential. In short, we have the highest aspirations for all of our children. Our overriding aim is that our Pupil Premium children achieve to their full potential in a supportive and enriching environment. We aim to limit the impact of any of the barriers that these children might face through a combination of quality first teaching, targeted interventions, whole class strategies, one to one and small group academic support, access to a broad range of enrichment experiences, health and wellbeing support and support with improving attendance and punctuality.

Challenges

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths.
2	Poor attendance and punctuality which negatively impacts upon a child's ability to access the full curriculum and can have a significant impact upon self-confidence and wellbeing.
3	Social, emotional and behavioural issues for pupils, and the need for additional support, have increased as a result of the pandemic and disproportionately so for those who are disadvantaged. There has also been a negative impact on the physical health of many of our disadvantaged children. Fear of failure and fear of challenge, coupled with low resilience levels compound the issues around poor mental health and lower educational attainment for this group.
4	In general, disadvantaged pupils come from families with financial barriers that impinge on them being able to purchase the school uniform. In addition, due to these financial barriers, disadvantaged pupils also have limited access than that of their peers to cultural and enrichment experiences such as galleries, museums and exhibitions, sports provision and music lessons, which would otherwise enrich their vocabulary, knowledge and opportunities for self-development. Limited access to enrichment outside of school has been further exacerbated by partial school closures and restrictions.

Intended outcomes

Intended outcome	Success criteria
Improved progress and higher attainment at greater depth for reading, writing and maths among disadvantaged pupils.	Assessments, data and observations demonstrate an increased percentage of disadvantaged children are making at least expected levels of progress across reading, writing and maths. Increasing number of Pupil Premium children are working at greater depth in reading, writing and maths.
Improved attendance and punctuality rates for disadvantaged children.	Attendance and punctuality figures for Pupil Premium children show sustained improvement and are at least in line with national attendance and punctuality rates for PPG children.
Improved physical and mental health and well-being for all pupils, particularly disadvantaged pupils.	Sustained high levels of wellbeing and improved resilience and independence demonstrated by qualitative data from pupil voice, parent surveys, teacher observations and monitoring activities. Increased engagement with physical activities, enrichment opportunities and healthy lifestyle choices. Behaviour analysis shows a reduction in behaviour incidents, and behaviour reports indicate an improvement in attitudes to learning.
Support all disadvantaged pupils to feel a sense of belonging through wearing the school uniform and through improved access to enrichment activities and assured equality of opportunity for all regardless of financial situation.	All disadvantaged pupils wear the correct school uniform in line with the uniform policy. Increased number of disadvantaged children access extended school services, including music tuition, broadening their experiences of, and involvement in, school and the wider community. Disadvantaged children attend all school trips (including any residential trips).

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced staff and school leaders to provide bespoke planning, coaching and teaching support across the school (all teaching staff including support staff) to ensure a continued focus on high quality teaching.</p> <p>A whole school Pupil Premium approach is maintained and monitored through staff CPD and the moderation cycle.</p>	<p>Education Endowment Fund (EEF) Guide to the Pupil Premium (Nov 2021)</p> <p>Accountability for Pupil Premium is effective and embedded across Kilburn Grange School. This permeates through all levels of the staff team is a constant focus in all that we do.</p>	1
<p>Purchase new curriculum resources that will ensure pupils are exposed to a range of challenging texts across the curriculum. This will promote vocabulary acquisition and application, and develop cross-curricula understanding.</p>	<p>EEF Toolkit- Oral language interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Continue to develop Thinking Matters approaches to improve metacognition and self-regulated learning.</p>	<p>EEF Toolkit- Metacognition and Self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1
<p>Purchase of standardised diagnostic assessment materials. Staff training to ensure assessments are administered correctly and interpreted effectively. Results of standardised tests to provide basis for future planning and evidence for feedback to pupils to support them in their learning.</p>	<p>EEF Toolkit- Feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
<p>Teach First teacher employed to work alongside experienced KS2 teacher</p>	<p>EEFToolkit- Reducing class size/ Small group tuition</p>	1



<p>with Year 6. This will allow for greater opportunities for small group tuition, team teaching, split class activities- providing further opportunities for targeted support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p><i>completed in 2021-22</i></p>	
<p>Staff training on the effective use of feedback for all children.</p>	<p>EEF Toolkit- Feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
<p>Creation of a school library to provide a focal point for reading across the school. The library will offer an exciting and engaging space for children to read from a broad and extensive selection of books. This will be particularly important for children who have limited access to literature at home.</p>	<p>EEF Toolkit- Reading comprehension strategies/oral language interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Focus on reading in the curriculum and in CPD provided for staff. School moderation cycle to have reading as one of its key focus points. English Lead to work with staff to develop an increased awareness of the importance of reading and to ensure reading is taught consistently across the school. Planning and allocated curriculum time to demonstrate the importance of developing reading skills.</p>	<p>EEF Toolkit- Reading comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
<p>Purchase and introduce new phonics programme 'Monster Phonics', a DfE approved SSP, effectively across the school.</p>	<p>EEF Toolkit- Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit a specialist TA to provide greater capacity for targeted interventions across the school for speech and language, as well as emotional literacy support. This will also allow for greater flexibility for further interventions to be provided by teachers and teaching assistants due to increased timetabling flexibility.</p>	<p>EEF Toolkit- Small group tuition/ One-to-one tuition/oral language</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 3</p>
<p>Employ a Speech and Language therapist to work in the school two days per week to support the high need of pupils with speech and language concerns, particularly pupils that can't access this through NHS due to the cross-borough funding not being available.</p>	<p>EEF Toolkit- Oral language</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Recruitment of an Academic Mentor, via the National Tutoring Programme, to deliver tuition to targeted pupils with a focus on reading comprehension and fluency, and maths, in Key Stage 2.</p>	<p>EEF Toolkit- Small group tuition/ One-to-one tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p><i>completed in 2021-22</i></p>	<p>1</p>
<p>Recruitment of a school led mathematics qualified teacher via the National Tutoring Programme, to deliver tuition to targeted pupils with support mathematics.</p>	<p>EEF Toolkit- Small group tuition/ One-to-one tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p><i>completed in 2022-23</i></p>	<p>1</p>

<p>Senior leaders, upper pay scale teachers and teaching assistants to provide planned and targeted interventions and booster sessions for all children identified as needing support or challenge in reading and maths.</p> <p>Purchase Catch-up Literacy and Century Tech interventions packages to provide targeted resources to support interventions. Century Tech is also used to support home learning.</p>	<p>EEF Toolkit- Small group tuition/ One-to-one tuition/Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p>
<p>Installation of a new ICT suite to provide further device capacity within school, ensuring pupils have a broad range of experiences and skills when accessing technology. Access available outside of curriculum time for after-school clubs such as homework club.</p> <p>Purchasing of new devices for PPG families to use if remote provision is required.</p>	<p>EEF guidance report on Using digital technology to improve learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment- one free club each term for PPG children. Subsidised, or free, access to extended school provision, including breakfast club (ensuring that these children have had a good meal to start the day). Other activities- such as school trips, music tuition; are paid for or</p>	<p>EEF Toolkit- Arts Participation/Physical Activity/Homework/Magic Breakfast</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>4</p>

<p>subsidised to ensure that Pupil Premium children (who are interested) have the same access to enrichment opportunities as their peers.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	
<p>Residential Trips- PGL trip in Year 6 subsidised by 50% for Pupil Premium families.</p>	<p>EEF Toolkit- Physical Activity/Outdoor Adventure</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4
<p>Assign a member of the admin team to oversee attendance and support families when attendance and punctuality is a concern.</p>	<p>Research into how attendance can impact attainment</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	2
<p>Subscribe to Brent's Educational Welfare Service. School to work with the Educational Welfare Officer (EWO) to support families when attendance and punctuality is a concern. EWO to assist families and offer options for further welfare and support options provided by Brent Local Authority.</p>	<p>Research into how attendance can impact attainment</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	2
<p>Introduce Box-up Crime, a unique intervention combining boxing, discipline and at the same time, providing mentoring to pupils who need targeted support due to specific behavioural issues including pupils with social, emotional and mental health needs.</p>	<p>EEF Toolkit- Behaviour Interventions/Physical activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3
<p>Provision of a lead TA to oversee the implementation of daily nurture groups. Nurture</p>	<p>EEF Toolkit- Behaviour Interventions</p>	3

<p>Groups support various children when they encounter a difficult period or if they require a little emotional support and guidance. The Nurture Group has a triaged system, to ensure that the pupils with the most significant well-being/ mental health need are seen at the most crucial time. Class teachers, support staff and parents can refer a child after a meeting with the school SENDCo.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF Toolkit- Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Subscribe to Unlocking Potential (a national charity that supports the SEMH of children and young adults). This will provide the school with three days of specialist, onsite therapists that will plan and deliver high performing therapeutic programmes and education provision tailored to each child's individual SEMH needs.</p>	<p>EEF Toolkit- Behaviour Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF Toolkit- Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
<p>SLT to engage with the Behaviour Hubs programme to develop a whole school positive school ethos and approach across the school, as well as identify further support for targeted pupils with specific behavioural issues.</p>	<p>EEF Toolkit- Behaviour Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3

Total budgeted cost: £175,660

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics screening check results and our own internal assessments.

Our EYFS (62% PP achieved GLD versus 67% NPP achieved GLD) and Year 1 phonics screening check (both 93% of the PP and NPP groups passed) results show that there is no significant gap between disadvantaged pupils and non-disadvantaged pupils. Our disadvantaged pupils are attaining in line with their non-disadvantaged peers.

KS1 outcomes from tests and assessments show that the progress and attainment of the school's disadvantaged pupils was inline or above their peers. In Reading and Writing, disadvantaged pupils attained inline compared to their peers, but in Mathematics, 80% of disadvantaged pupils achieved ARE compared to 60% of their peers. 65% of our disadvantaged pupils achieved combined age related expectations or higher in reading, writing and mathematics compared to 60% of their peers.

KS2 outcomes from tests and assessments show that our disadvantaged students attained higher compared to their peers across all subjects. 77% of our disadvantaged pupils achieved combined age related expectations or higher in reading, writing and mathematics compared to 56% of their peers.

Within, the rest of KS2, the gap continues to narrow. In Year 4, there is no significant gap between disadvantaged pupils and their peers and the gap is swiftly closing in Year 5. We still need to continue to narrow this gap in Year 3.

Absence among disadvantaged pupils was 1.5% lower than that of their peers and persistent absence is 8% higher for PP children. We will continue to focus on raising the attendance of our disadvantaged pupils, by working closely with their parents/carers and our EWO (Education Welfare Officer), as well as other relevant services.

Our observations and assessments indicated that pupil behaviour, wellbeing and mental health continue to be impacted and remain significantly higher than pre-pandemic. Internal exclusions decreased but there was a slight increase in exclusions last academic year across the school and disadvantaged pupils were 12% higher comparative to non-disadvantaged pupils. We will continue to provide wellbeing support for all pupils, through targeted interventions that build on the approaches detailed in this plan. Collectively, this enabled pupils to participate in the wider life of the school and supported their emotional wellbeing. It is our belief that when pupils are happy and feel secure and valued, they make positive academic progress.

All PPG children receive financial support with uniform and therefore attend school wearing the correct uniform. All PPG children were able to attend educational visits. We subsidised the financial costing for PPG children to ensure that some of our most vulnerable pupils benefit from memorable experiences. As a school, we also financially contributed to the Year 6 residential; this proved to be highly successful due to this support. 77% of disadvantaged

children across the school attend at least one after-school club each week during the summer term compared to 64% of their peers. We will continue to ensure that disadvantaged pupils take-up the offer of after-school clubs.

Progress of pupil premium pupils remains positive. This is a result of the high quality teaching they receive on a day-to-day basis. The attainment gap is closing in all year groups. This will continue to be an area of focus in the coming academic year. Where attainment has not been as desired, we have provided targeted support to enable pupils to diminish the difference.