

Pupil Premium Strategy Statement

Summary information



School	Khalsa Science Academy				
Academic Year	2018/19	Total PP budget	£19800	Date of most recent PP Review	October 2018
Total number of pupils	130	Number of pupils eligible for PP	19	Date for next internal review of this strategy	July 2019

3. Barriers to future attainment

In-school barriers

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| A. | Communication and language skills of some children, especially those who join the school after Year 1 without English as a first language, can lead to gaps that prevent children from achieving their full potential |
| B. | As many children have English as an additional language, and a significant minority are at very early stages of acquisition in English the school must ensure that the curriculum provides enhanced opportunities for the acquisition of Key Vocabulary. |

External barriers

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| C. | The school's published attendance rates are below national. Children identified as disadvantaged are lower than the school average and this is contributing to this troubling headline figure and the persistent absentee percentage. |
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4. Desired outcomes

A.	Children who arrive in school late to KSA and sometimes late to Education in the U.K to settle quickly and make accelerated progress from starting points	Children in Year 2 and key stage 2 who still require phonics teaching to make good progress.
B.	Children to become confident users of technical and descriptive language through enhancement of the Curriculum.	Outcomes for children to remain strong at Foundation Stage and Key Stage 1. Tracking of progress and outcomes for children in Key Stage 2 indicates that the positive trend is being maintained and built on. This will be evidenced through whole school tracking of academic progress
C.	Increased attendance rates for all pupils including those identified as disadvantaged.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 90% to 96% in line with 'other' pupils.

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To support the ongoing provision of 'Read Write Inc.' to ensure that progress is maintained for those students who do not achieve the required standard in Year 1 and those who join the school in Years 2 – 5 who do not have embedded reading skills	To support the ongoing provision of 'Read Write Inc.' to ensure that progress is maintained for those students who do not achieve the required standard in Year 1 and those who join the school in Years 2 – 5 who do not have embedded reading skills	There was significant investment in this strategy, using PP funding, in 2017 / 18 with a focus on the Reception cohort. The positive impact of this can now be used for the benefit of a different vulnerable group in school.	Leadership time will be provided to ensure that the screening and resourcing of Read, Write Inc. is maintained. Staff will be released from other duties to deliver phonic interventions to the target group. The impact will be tracked using 'Read Write Inc materials throughout the year and by the use of the screening check at the end of the year.	Assistant Principal - SR	Final review July 2019 Specific cost: £1200

<p>B As many children have English as an additional language, and a significant minority are at very early stages of acquisition in English the school must ensure that the curriculum provides enhanced opportunities for the acquisition of Key Vocabulary.</p>	<p>To engage with the Maths Hub training,</p>	<p>This is a core subject and the development of wave one provision is the best way to benefit all children, including those who are identified or may become identified as disadvantaged.</p> <p>This will improve maths skills, but also focuses on the development of technical language and the need to be able explain clearly mathematical thinking.</p>	<p>Th maths leadership role will be developed during this academic year by the recently appointed Assistant Principal.</p> <p>There will be a focus on the training and delivery in staff meeting. Coaching opportunities</p>	<p>Assistant Principal - JL</p>	<p>Final review July 2019</p> <p>Specific cost: £2000</p>
<p>B As many children have English as an additional language, and a significant minority are at very early stages of acquisition in English the school must ensure that the curriculum provides enhanced opportunities for the acquisition of Key Vocabulary.</p>	<p>To work towards the Crest Award in Science.</p>	<p>The 'science' in Khalsa Science Academy demonstrates a core principle of our curriculum. By enhancing the Science provision we will develop technical and descriptive language through the power of engaging science activities.</p>	<p>Achievement of the Award will indicate that this intervention has had some level of success. Progress and attainment in all aspects of the curriculum will reflect a wider impact and can be measured through school tracking.</p>		<p>Final review 2019</p> <p>Specific cost = £1350 Staffing and resources</p>
Total Budgeted cost					<p>£4550</p>

ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improve attendance levels and reduce persistent absenteeism.	Subsidise transport through minibus offer	The levels of attendance and recruitment of new students is essential, therefore supporting pupils to attend from a wider area is essential to the sustainability of the school and for those that live a long distance away.	Close monitoring of attendance through regular focal meetings	Principal	Final review July 2019 Specific budget: £5000
C. Improve attendance levels and reduce persistent absenteeism.	Subsidise breakfast club	The levels of attendance are of serious concern	Close monitoring of attendance through regular focal meetings.	Principal	Final review July 2019 Specific budget: £3000
A, B and C	To subsidise the employment of additional teaching assistants to support the most disadvantaged in the school community.	The mobile nature of the school cohort means that classes and their needs can change quickly. Children who arrive throughout the school year need support to settle quickly and in some cases require targeted language or social and emotional support. There needs to be capacity within the staff team to respond.	Through the monitoring of provision and outcomes in all classes	Principal	 Specific Budget: £7300
Budgeted cost					£15,300
Total budgeted cost					£19 850

The January review took place later than scheduled. At this review point it was decided that the expenditure was directed at the correct priorities for the school.

Objective A

Communication and language skills of some children, especially those who join the school after Year 1 without English as a first language, can lead to gaps that prevent children from achieving their full potential.

The achievement of children in phonics by the end of Year 2 is 96%. This is above national with 92%. The individuals who have not achieved phonics in Year 1 are both recent arrivals to the country. They are making significant progress in phonics and will continue into Year 2. The 3 children who did not pass the Year 2 phonics test in 2018 have accessed additional phonics this year. Of the children assessed at the end of Year 2 (2018) who remain at KSA and did not achieve the standard, 50% (1 Out of 2 children) have now achieved the expected standard. The other child (who is on the SEND register) is continuing to access phonic teaching. Children arriving into Key Stage 2 with no phonic teaching have targeted individual sessions and their progress is measured using RWI strategies.

Objective B

As many children have English as an additional language, and a significant minority are at very early stages of acquisition in English the school must ensure that the curriculum provides enhanced opportunities for the acquisition of Key Vocabulary.

Tracking through the school indicate that outcomes for all children are strong. See the graphs below that summarise the attainment and progress of children identified as pupil premium or will be in receipt of pupil premium funding on the next census, due to an increase mid-year.

25 children	Below	Working Towards	Expected	Greater Depth	Expected +
Reading	5 (20%)	4 (16%)	13 (52%)	3 (12%)	16 (64%)
Writing	4 (16%)	9 (36%)	11 (44%)	1 (4%)	12 (48%)
Maths	3 (12%)	8 (32%)	11 (44%)	3 (12%)	14 (56%)

Five pupil premium children (25%) are on the SEND register, whilst another 2 children are New to English (8%). Although the children achieving the expected standard is lower than non-pupil premium children, there is a significant difference with SEND children. The school population with SEND is 10%, whereas pupil premium children with SEND is 25%.

This data indicates that writing is a focus for pupil premium children, which is a trend across school. In the next academic, a new English curriculum will be put into place to develop the teaching of writing. In addition to this, resources for a new spelling scheme and a handwriting scheme will also be put into place.

In addition to writing, there are 44% of children eligible for pupil premium not achieving the expected standard for maths across the school. A Mathematics club at lunchtime will feature on the timetable as well as an increase in manipulatives to access the curriculum. The school will purchase a maths subscription to facilitate planning and complement the White Rose Hub resources.

The school successfully achieved the Crest Award. Data for all children indicate that these strategies have had a positive impact on all subjects in all Key Stages.

Objective C

When looking at the headline data for attendance this strategy does not appear to have had a significant impact. However, the attendance of the group identified as disadvantaged has closed the gap with the national average. Using unvalidated data, in 2017/18 the school percentage for children eligible for pupil premium was 90%, this year the percentage is 95%, improving by 5%. In addition to this, the persistent absence figure for this group is 10%, which has also closed the gap to national. This figure is a lower percentage than the non-pupil premium children.

As of 11th June, there were 9 children who are eligible of pupil premium who use the transport facility. Of these children, 0% of them are persistent absentees and they have an average attendance of 95%, which is in-line with the school's average attendance.

After conversations with a family about their child's attendance (71%), we have arranged transport for their child from 12th June. Since starting on transport on 12th June, her attendance has been 100% (Correct as of 3rd July).

In the next academic year, we will continue to use the pupil premium funding to subsidise transport and will use this strategy, along with others to increase the attendance across the school. Weekly short-term incentives will also be used throughout the school year, rather than end of year incentives.