

## Pupil Premium Grant (PPG) Strategy and Expenditure Report 2020/21

### Overview

At Kew Riverside we follow the guidance of the Education Endowment Fund (EEF) in adopting a tiered approach to pupil premium spending and aiming to balance approaches to improving teaching as a whole, targeted academic support and the implementation of wider strategies that support non-academic outcomes such as pupils' emotional well-being, attendance and access to school trips and extra-curricular activities.

### **Our PPG numbers and funding allocation for 2020/21:**

Number of Ever 6 FSM	34	Number of LAC or Post-LAC	3
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Total number on PPG register	34	Total income:	<b>£45,730</b>
			Extra LAC Funding <b>£2345</b>
		<b>Total for 2020-21</b>	<b>£48,075</b>

### **What are our main approaches to supporting disadvantaged children?**

- 1. Develop children's oral language skills and vocabulary so that they can access a broad and creative curriculum and attain the highest standards.
- 2. Develop children's maths and mental arithmetic skills.
- 3. Provide enriching and cultural experiences beyond the school gates.
- 4. Help children to attend school consistently and arrive on time.
- 5. Support children with self-esteem and attachment difficulties in order to improve behaviour, social interactions and readiness for learning.
- 6. Encourage parents and carers to engage in school life and home learning (particularly reading).
- 7. Support children and families with complex home lives (poverty; parental break-up; lack of space; adverse childhood experiences) which may have been exacerbated from the 6 month COVID 19 school closures.

**Kew Riverside Primary School Pupil Premium Grant Allocation 2020/21: £48,075**

**Teaching**

**Rationale:**

High quality classroom teaching is obviously essential for all children to achieve their full potential. The Education Endowment Fund (EEF) attests that good teaching is the most important lever schools have to improve outcomes for disadvantaged children. For this reason, teaching staff need to continually develop their practice so that they can create a teaching and learning environment that meets the needs of all the children in their class. At Kew Riverside, we want our teaching staff to keep improving and to do that we make sure that they receive regular guidance both from external professionals and from one another. This area will address points 1, 2 and 5 from the 'main approaches' list.

**Approx. contribution from Pupil Premium Grant: £3585**

(with further contribution from wider school budget)

Desired outcome	Actions (Who, When, How)	Approximate PPG contribution	Measuring the Impact	Impact and Evaluation
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**PROFESSIONAL DEVELOPMENT**

<p>Individual children with complex needs, including those with attachment difficulties, are effectively supported in class, resulting in improved attainment and progress</p> <p>All classrooms provide a safe and nurturing environment for children and are 'attachment- friendly'</p> <p>The work of PPG children is well presented showing they take pride in their work</p>	<p><b>Receive and implement advice from Educational Psychologist (EP) service:</b></p> <p>Teachers, Inclusion lead and LSPs to attend termly EP consultations, review and feedback meetings for individual children (ongoing)</p> <p>EP to deliver whole class training on how to be attachment-aware touching upon the mental health and anxiety which may have been exacerbated by COVID 19 – (Spring 1 staff meeting)</p> <p>Appoint a school based ELSA (Autumn Term)</p> <p>School ELSA attends termly supervision sessions with EP service around mentoring and</p> <p>EISS advisory teachers work with LSPs and Inclusion lead and share advice for specific children with all staff (teacher and support staff weekly meetings) (ongoing)</p> <p>Mental health lead appointed and trained (Spring Term)</p> <p>Inclusion Lead attends termly AfC network meetings (PPG, LAC, EAL, SEND) and conferences (Virtual School, SEND, DHT) and disseminates strategies at staff meetings (teachers and support staff weekly meetings)</p>	<p>£1620 additional EP time</p>	<p>Leadership and subject leaders' monitoring has PPG focus (book looks, learning walks, pupil interviews and surveys, pupil progress meetings, behaviour analysis)</p> <p>Staff appraisals include PPG outcomes</p> <p>PPG review and recommendations from AfC</p> <p>Parent surveys</p> <p>Pupil questionnaires</p> <p>Quality of Education report</p> <p>SIP Visits</p> <p>Governor Visits</p> <p>KK PPG Review (Summer 2021)</p>	
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	<p>All staff to be clear of presentation requirements in children's books. Maths and English lead to ensure NQTs are familiar with expectations of pupils. (ongoing)</p> <p>PPG children are given handwriting support through targeted interventions where appropriate. (ongoing)</p> <p>English lead to monitor handwriting lessons and ensure Nelson Thorne scheme is being followed consistently. (Spring Term)</p> <p>Handwriting awards to be presented for exceptional work (Spring Term)</p>			
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<p>Teachers have clear understanding of quality first teaching strategies around the teaching of reading and maths (including mental arithmetic) and implement them consistently so that PPG pupils achieve across the curriculum</p> <p>Classrooms are well-resourced, language-rich learning environments that are accessible to PPG pupils</p> <p>In the event of a second whole school closure or individual class bubbles needing to close – the blended learning requirements are met to ensure PPG pupils are able to access their learning and keep up with their peers</p>	<p>3x NQTs to attend CLPE training specifically targeted to them – ‘Excellence in Literacy for NQTs’ (Spring – Summer Term 5-day course from Jan - June)</p> <p>Staff to partner up with teachers from other local schools to share good practice techniques and moderate work together (Summer Term)</p> <p>Staff to attend CPD training delivered by Debbie Thomas (English) and Christina Wood (Maths) (ongoing)</p> <p>Key vocabulary planned in each unit of work with pre-teaching opportunities and displays (ongoing)</p> <p>Cultural Capital opportunities identified through MTP and KOs and addressed in lesson 1 of new unit of work (all subjects) (ongoing)</p> <p>Sentence Stems (Maths – White Rose) being included on teaching slides (Seen on slides by Spring Term)</p> <p>Teachers assess children with EAL termly in their language and identify strengths and barriers</p> <p>High quality books support all areas of curriculum</p> <p>English lead - Planned use of the school library (ongoing)</p> <p>Subject leaders attend subject network meetings and feedback in Key Stage meetings (ongoing)</p> <p>NQT attends AfC weekly training sessions (ongoing)</p> <p>Sharing of practice at weekly staff meetings for teachers and weekly support staff meetings</p> <p>Weekly staff insets (support staff to attend when necessary)</p> <p>Include a section in the weekly newsletter relating to vocabulary (chatter matters) with a focus on current vocabulary from classes topic and science lessons (Spring Term)</p> <p>Staff to audit children’s access to technology at home and provide devices to PPG as necessary</p>	<p>£765 cost of cover (4 and a half days)</p> <p>£700 for course</p> <p>£500</p>		
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	in order for them to access school learning at home (End of Autumn Term)			
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<b>Targeted Academic Support</b>				<b>Approx. contribution from Pupil Premium Grant: £36,180</b> (with further contribution from wider school budget)
<b>Rationale:</b> We recognise that despite high quality classroom teaching it is still possible for gaps to develop in children’s learning. We also understand that it is not only low-attaining pupils that require intervention and that disadvantaged pupils with high attainment are also at risk of under-achievement. Our aim is to intervene early with targeted support and intervention for individual children both in and out of the classroom. We make sure that the 1:1 or small group intervention programmes that are delivered outside of class are carefully timetabled, evidence-based and impactful. This area will address points 1 and 2 from the ‘main approaches’ list.				

Desired outcome	Actions (Who, When, How)	Approximate PPG contribution	Measuring the Impact	Impact and Evaluation
PPG pupils who are not making adequate progress or under-achieving are quickly identified. Timed, evidence-based interventions are implemented swiftly in and out of class so that gaps are plugged.	Provision for individual children discussed at termly pupil progress meetings and parent-teacher consultation meetings (Ongoing – termly) Children who are identified through PPM to then be monitored half termly with interventions to close the gap being identified with resources put in place (Ongoing – half termly) Class Teacher maps provision across school (ongoing) Careful timetabling of withdrawal interventions so children are not missing key learning in class Interventions are evidence-based (Precision-	LSA Hours £18,670 20 hours ELSA £11,942	Intervention evaluation sheets (including planning and assessment) Pupil progress meetings Quality of Education report SEN support plans Target sheets/Markbooks	

	<p>teaching; pre-teaching; Attention Bucket; lego therapy; phonics programmes; Colourful Semantics; sensory walks etc)</p> <p>Resources, equipment and strategies are individualised as necessary</p> <p>Support staff delivering withdrawal interventions have PPA time to prepare individualised resources</p> <p>Volunteer adult readers (from Spring Term) target children who are making slow progress.</p> <p>Careful matching of children in peer-to-peer reading interventions across classes to encourage effective collaborative learning (from Spring Term)</p> <p>Use the PPG and COVID 19 funding in order to obtain staff training and resources (possibly a specialist teacher) (from Spring Term)</p>		<p>Parent-teacher consultations</p> <p>Pupil interviews and surveys</p> <p>Staff appraisal</p>	
Teachers deliver Home Learning club (priority for PPG children) so that children can receive extra and individualised support in key skills	<p>Weekly half hourly home learning club after school for Y1-Y6 with a maximum of 6 children (From Autumn 2)</p> <p>Focus areas – key skills that require ‘home practice’ – times tables, spelling, pre-learning vocab, reading</p> <p>Teachers communicate strategies to families</p>	6 teachers: £5568	<p>Home learning register</p> <p>Home learning club parent feedback</p> <p>Pupil voice</p> <p>Teacher feedback</p>	

### Wider Strategies

#### **Rationale:**

Non-academic barriers to success in school include a lack of access to life-enriching experiences outside of the classroom; social, emotional and behavioural difficulties; and poor attendance. We aim to support both children and their families so that improvements can be made in attitudes to learning, engagement in the wider life of the school, emotional literacy and general well-being. We want children to feel empowered to know and celebrate their strengths and talents, both in and out of the classroom so that they are emotionally ready for and confident about the next stage of their education and life beyond Kew Riverside. This area will address points 3, 4, 6 and 7 from the ‘main approaches’ list.

**Approx. contribution from Pupil Premium Grant: £8310**

(with further contribution from wider school budget including sports premium funding)

Desired outcome	Actions (Who, When, How)	Approximate PPG contribution	Measuring the Impact	Impact and Evaluation
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## **ENRICHMENT**

<p>Children access a wide range of extra-curricular activities and life-enriching experiences to improve engagement in school, oral language skills, 'cultural capital' and emotional and physical well-being. To include:</p> <ul style="list-style-type: none"> <li>- Trips, including residential</li> <li>- After-School Clubs and Extended before/after school provision (Fit for Sport)</li> <li>- Themed days (Kewzania, Outdoors at Kew – OAK)</li> <li>- Head's Award (from Spring Term)</li> <li>- Borough events/competitions</li> </ul>	<p>All staff, including office manager, know PPG children and aim to form effective relationships with their families so that strategies can best meet individual needs (ongoing)</p> <p>Staff and SBM liaise with families to offer free or subsidised places on trips, clubs and Fit for Sport (before and after school provision) (ongoing)</p> <p>Funded places for PPG children selected for Battle of Books competition/Spark Book Awards (Spring Term)</p> <p>Each PPG child to receive a copy of a book from the Spark Book Awards which is theirs to keep to allow them access to high quality texts to enjoy at home</p> <p>Head's Award – focus on PPG children to gather and present evidence folders (Y6 teacher and Inclusion lead to liaise with parents/carers) (Spring Term)</p> <p>Timetabled class trips to central London (museums, galleries etc) (Spring Term)</p> <p>Whole school focus on experiential and outdoor learning (OAK); using school garden and field, planting vegetables in allotment beds as well as visiting local allotments; outdoor learning opportunities planned in each unit of work (ongoing)</p>	<p>Funded residential trips: £3500</p> <p>Funded clubs and before/after school provision: £1200</p> <p>£240 Books (Spark Book Awards)</p>	<p>Clubs attendance registers</p> <p>Pupil surveys</p> <p>Parent questionnaires</p> <p>Residential trip participation</p> <p>Head's award folders and parent/carer attendance at achievement evenings</p> <p>Monitor the % increase in before and after school club intake</p>	
<p>Children who have aptitude for singing or music are identified and offered lessons in school by Richmond Music Trust to improve self-discipline and perseverance and instill a sense of achievement outside of academic attainment</p> <p>Children can confidently perform in whole school events in front of children, parents and wider community</p>	<p>Music teacher identifies children with aptitude for singing or music and liaises with Inclusion manager and parents/carers to offer lessons (ongoing)</p> <p>Music teacher and staff encourage children with aptitude to join choir and orchestra (ongoing)</p> <p>Music teacher and staff encourage children to perform in singing and music events (assemblies, curriculum evenings, Kew Sparkle, Q Factor, school production, Barn Church etc) (From Autumn 2)</p>	<p>£570 – 1:1 Singing Lessons with 4x PPG children (From Spring Term)</p>	<p>Orchestra and choir participation</p> <p>Participation in school musical and singing events and attendance of their parents/carers.</p> <p>Feedback from music and singing teachers (Richmond Music Trust)</p> <p>Parent and pupil surveys</p>	

**SOCIAL AND EMOTIONAL SUPPORT**

Identified children are given targeted social, emotional and behavioural support from: <ul style="list-style-type: none"><li>- School Emotional Literacy Support Assistant (ELSA)</li><li>- Play therapist</li></ul>	All staff trained in PATHS (ongoing - yearly) PATHS (Promoting Alternative Thinking Strategies) curriculum taught throughout school (ongoing) Staff take a restorative justice approach to behavior (ongoing) ELSA supports key individuals across the school (From Autumn 2)	Play therapist £2800	PATHS lesson planning and outcomes; PATHS surveys Vulnerable pupil register Safeguarding records Play therapist reports and feedback to staff/parents	
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<p>- LSAs – SEMH interventions</p> <p>- 2 x Teachers (Samaritan and NCPCC trained)</p> <p>Children have improved emotional literacy, confidence to express themselves and readiness to learn and are able to follow the schools' behavior policy to achieve successful behavior for learning in lessons</p>	<p>'Ask it Baskets' in each class are well established and reflected upon weekly (ongoing)</p> <p>Advice from EISS (KS1 children) implemented by staff and strategies embedded by support staff for 2 children</p> <p>ELSA to meet with other ELSAs in the borough – best practice sharing networks (From Spring Term)</p> <p>ELSA and LSPs deliver Interventions for targeted groups of children – lego therapy; social thinking/mapping; zones of regulation; comic strip conversations (ongoing)</p> <p>2 x teachers (Samaritan and NSPCC trained) to lead Mental Health Week – continue 'Time to Talk' sessions in 1 x lunchtime. Children sign up or are invited. (ongoing – Fridays)</p> <p>Play therapist works 1:1 with 2 x children weekly (From Autumn 2)</p> <p>Mental health lead – Happiness Scale and Well-being surveys for children and teachers (From Spring Term)</p> <p>ELSA and Mental Health Lead to attend 1 day mental health first aid training (Spring Term)</p> <p>Books to support wide range of SEMH available to children and recommended/lent to parents (eg The Invisible String; Big Bag of Worries) (ongoing)</p> <p>Transition planned for – class to class; Nursery to Reception; ; KS2 to KS3 (Teachers and Inclusion Manager attend transition meetings at nurseries and secondary school); Y6 teacher runs transition programme in Summer 1 for vulnerable children; class swaps; additional secondary school visits for some children (Summer Term)</p> <p>Inclusion manager makes referrals to Camhs; social care; Family Support; Young Carers etc as required (ongoing)</p>		<p>Key Stage; Support Staff and Leadership weekly meetings</p> <p>Integris – behaviour monitoring</p> <p>'Happiness scale' and well-being surveys</p> <p>'Ask it Baskets'</p> <p>Provision mapping</p> <p>Intervention evaluation sheets</p> <p>Pupil progress meetings</p> <p>DSL, ELSA and SENCo to have half termly meetings</p>	
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<p>PPG children represented in Junior Leadership Team (JLT) and House Captains as well as other Children's Roles (teacher's PA, office helper etc)</p> <p>PPG children have high aspirations and feel empowered within the school community with a strong pupil voice</p>	<p>Staff involved in selection process ensure PPG children are represented in JLT, House Captains, Eco-committee, children's roles (PAs to leadership team; lunch helpers; nursery helpers) (Summer Term ready for next academic year 2021)</p>		<p>List – children's roles; JLT; House Captains etc Pupil surveys Pupil voice</p>	
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**ATTENDANCE**

<p>Families are supported by school and external services (Educational Welfare; Family Support; School Nurse) to improve children's attendance and punctuality</p> <p>PPG children achieve school target of 96% attendance</p> <p>Reduced rates of persistent absenteeism of PPG pupils</p>	<p>Class teachers to address poor attendance and punctuality directly with parents (ongoing)</p> <p>Inclusion manager to monitor attendance half-termly and to address any issues either in person/by phone/by letter with individual families; termly meetings with EWO – feedback to class teachers (ongoing)</p> <p>School office liaise closely with Inclusion Manager re any patterns/concerns re individual children (ongoing)</p> <p>Inclusion manager to refer to external services (EWS, family support, school nurse) as necessary (ongoing)</p> <p>Provide personalised support as required eg social stories around morning routines for parents to read to children; flexible approach to individual children entering via front gate (ongoing)</p> <p>Teachers to discuss attendance and punctuality concerns with parents ('meet the teacher' meetings; in parent-teacher consultations; ad-hoc) (ongoing as well as Autumn 2 parents evening)</p> <p>Weekly celebration assemblies – certificates for best class attendance and punctuality (ongoing)</p> <p>Regular reminders in weekly bulletins re absence procedures/term-time holidays etc (ongoing)</p> <p>Staff and SBM liaise with families to offer free or subsidised places at Fit for Sport (before and after school provision) (ongoing)</p>		<p>Attendance data and records (incl PPG vs non PPG analysis)</p> <p>Headteacher's report for governors</p> <p>SIP and Governor Visits</p>	
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## PARENTAL ENGAGEMENT AND SUPPORT

<p>Parents of PPG pupils engage well with school – improved attendance at parent-teacher consultations; school PTA events; parent workshops and curriculum evenings; class assemblies and performances</p>	<p>Flexible communication systems with parents (email, phone call, in person, letter) (ongoing)            Ensure events appeal to diverse population of school by surveying parents around type of events that would appeal to them (ongoing)            Staff personally invite parents of disadvantaged children to attend workshops; PTA events etc (ongoing)            Teachers follow up with parents if parent-teacher meetings missed (ongoing)            Teachers plan community links in units of work            PTA events planned to appeal to wide range of parents and interests (ongoing)            PATHS workshop for parents (Spring Term)            Phonics / KS1 and KS2 SATs workshops for parents and resource packs provided where necessary (Spring 2)            Offering workshops / meetings to support parents in the application process for secondary schools (Spring 2)            Introduce parents to second hand uniform scheme run by PTA (ongoing)            Parents invited to be ‘mystery readers’ in class (from Spring Term) Offer family support, school nurse and other services (also Local Offer)            Attendance at TAC and other multi-professional meetings</p>		<p>Vulnerable register            Attendance register at parent-teacher consultations            Attendance at school events            TAC meeting minutes            Safeguarding records            Weekly bulletins and Scopay emails            Parent Questionnaire</p>	
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**Total expenditure: £48,075**

GUIDE TO COMMON EDUCATIONAL ACRONYMS			
Acronym	Definition	Acronym	Definition
<b>Camhs</b>	Child and adult mental health service Deputy	<b>LAC</b>	Looked After Child
<b>DHT</b>	Headteacher	<b>LSP</b>	Learning Support Practitioner
<b>EAL</b>	English as an additional language	<b>NQT</b>	Newly Qualified Teacher
<b>EISS</b>	Education Inclusion Support Service	<b>PATHS</b>	Promoting Alternative Thinking Strategies Pupil
<b>ELSA</b>	Emotional literacy Support Assistant	<b>PPG</b>	Premium Grant
<b>EWO</b>	Education Welfare Officer Education	<b>PTA</b>	Parent Teacher Association Social,
<b>EWS</b>	Welfare Service Educational	<b>SEMH</b>	Emotional, Mental Health
<b>EP</b>	Psychologist	<b>SEND</b>	Special Educational Needs and/or Disability
<b>JLT</b>	Junior Leadership Team	<b>TAC</b>	Team around the Child