All GLF Schools are committed to our core remit of providing an outstanding educational experience. Raising the attainment of disadvantaged pupils is part of our commitment to help all pupils achieve their full potential.

At GLF we aim for:
- All children to enjoy their learning, attain high outcomes and be helped to become confident individuals and responsible citizens whilst making excellent progress in all respects;
- All children to benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- All children to be supported and encouraged to lead healthy and active lives

We aim:

- to establish an inclusive and welcoming school at the heart of the new and developing local community
- to provide an inspiring, challenging and creative curriculum which encourages a love of learning
- to ensure each child attains the highest academic achievements of which he or she is capable
- to encourage all children to set themselves aspirational goals
- to create an ethos of respect which values and embraces diversity
- to develop responsible and ambitious citizens

Principles

Inspire   Nurture   Enable

We will base everything we do on these key principles in order to ensure our vision runs through the heart of the school.

We are mindful of the impact that COVID 19 and lockdown has had on our families and the future impact this may cause. We will continue to support all our families during this challenging time.

Pupil premium strategy statement

1. Summary information					
School	Kilnwood Vale Primary				
Academic Year	2020-2021	**Total PP budget**	£12,105	**Date of most recent PP Review**	October 20
Total number of pupils	57	**Number of pupils eligible for PP**	9	**Date for next PP Strategy Review**	July 2021

2. Current attainment *delete as appropriate	*Pupils eligible for PP* *(KVPS Primary July 2019/2020)*	*National average for all Pupils 2018*
EYFS: % achieving GLD	NO data available due to COVID 19	*71.5%*
Year 1: % achieving Expected standard in Phonics screening	N/A	*81%*
KS1: % achieving Expected standard in Reading	N/A	*74%*
KS1: % achieving Expected standard in Writing	N/A	92%

	Teacher assessment: N/A	65%
KS1: % achieving Expected standard in Maths		
KS2: % achieving ARE or above in combined reading, writing & maths	N/A	53%
KS2: % achieving ARE in reading	N/A	66%
KS2: % achieving ARE in writing	Teacher assessment: N/A	70%
KS2: % achieving ARE in maths	N/A	70%
KS2: % achieving ARE in SPAG	N/A	72%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Weak social and emotional skills displayed by pupils eligible for Pupil Premium compared to most other children.
B.	Expressive and Receptive Language skills are lower for pupils eligible for Pupil Premium than for most other children
C.	Children who are entitled to pupil premium have lower starting points across the Early Years Curriculum and in KS1/KS2 than for most other children.
External barriers *(issues which also require action outside school, such as low attendance rates)*	

D.	Some children eligible to pupil premium do not have the same broad and varied experiences as most other children.

3. Outcomes *(Desired outcomes and how they will be measured)*	Success criteria
A. Children's emotional wellbeing will develop so that it does not affect them socially or act as a barrier to their learning.	Learning behaviours will improve for individual children. Appropriate attachments will be made in school. Children will make at least good progress across the curriculum as social or emotional factors will no longer be a barrier to learning.
B. Children will have sufficient language skills so that they can communicate with adults and peers and access the curriculum.	Pupils eligible for PP will make rapid progress in their language skills. For children in Reception, Listening and Attention, Understanding and Speaking will show at least good progress. In year 1 children will be able to access the curriculum and their progress with their language skills will be reflected across the curriculum.
C. Children will have at least age appropriate reading skills	Children will make accelerated progress to close the gap between them and their peers.
D. Children will have varied and rich experiences.	Pupils eligible for PP will have the opportunity to take part in trips and extra-curricular clubs.

4. Planned expenditure	

Academic year	2020-2021

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 and estimated costs	When will you review implementation?
Children have age appropriate language skills, using a variety of vocabulary, talking for different purposes and adapting their language.	Developing ORACY through: Talk for Writing Language rich interactions and environment, Celebrating quality	Our children have shown good skills to write simple sentences and apply their phonic skills. To develop Language in the school we want to continue our focus on improving the language and vocabulary choices so our focus is on ORACY .Talk for Writing, developed by Pie Corbett supported by Julia Strong, is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. It has supported progress in our children	A focus this year is to develop and embed ORACY Talk for Writing across the whole. INSET time will be used throughout the year to make sure all staff are confident delivering T4W and children receive high quality teaching. We will develop teachers skills to teach vocabulary choices and how to extend language and ensure the environment and	£1200 LMT	We will review the provision termly. Through our regular monitoring we will also reflect on the effectiveness of T4W and on children's progress in language & Vocabulary across the curriculum.

	literature with the children.	but we wish to continue to embed this as the school grows. We will be reviewing our planning and environment to ensure all aspects of school our language rich.	interactions are language rich. New resources will be bought to support and enrich the children's experiences. This will be monitored by LMT.		
To ensure children are developing as a whole child including their emotional development. To ensure children are ready and able to learn.	The Thrive Approach	The Thrive Approach draws on insights from neuroscience and attachment theory to provide a powerful way of working with children and young people that supports optimal social and emotional development. Through class action plans, group support and a whole school approach children will engage emotionally, socially and academically at school.	Staff training and support to ensure all staff understand and use the Thrive approach in all interactions.	£1000 LMT	Thrive provision will reviewed continually but at least termly,
				Total budgeted cost	£2200

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and estimated costs	When will you review implementation?
All children, can apply phonic skills in reading so that they are successful readers. All children make good progress and start year 1 at an age appropriate level.	RWI 1:1 tutoring	The Read Write Inc 1:1 tutoring has proven successful nationally and at our school. Children are supported to learn new skills, apply their knowledge, helping them to make accelerated progress so that the gap between them and their peers is diminishing.	Termly discussion during pupil progress meetings. Monitoring of provision and delivery each half term. SENCO to monitor as part of reviewing effectiveness of inclusion.	£2500	Half termly.

			Peer to peer support. Staff CPD		
To ensure children are developing as a whole child including their emotional development. To ensure children are ready and able to learn.	The Thrive Approach for targeted children	The Thrive Approach draws on insights from neuroscience and attachment theory to provide a powerful way of working with children and young people that supports optimal social and emotional development. Through group support and individual action plans the approach children will engage emotionally, socially and academically at school. Our approach will support training, resourcing and working with children.	Train our own Thrive Practitioner Support for staff to implement and embed approach in 1:1 and small group situations.	£6000	
				Total budgeted cost	£8500

iii. 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 and estimated costs	When will you review implementation?
All children are able to develop their skills and interests out of the classroom. To ensure that families financial circumstances are not a barrier to children	Financial support for disadvantaged children to attend clubs	Some families' financial situation may otherwise stop their children taking part in extra-curricular activities.	Class teachers to liaise regularly with parents and monitor attendance at extra-curricular activities. Office administrator to keep a record of all children who attend clubs, including those	£1000	Reviews will take place termly to ensure that finance is not a barrier to children developing a wide range of skills.

developing skills and abilities out of the classroom	during the year		eligible to PP. Office Administrator to produce letters for all parents and amend those for the parents of children eligible for PP.		
To ensure that families' financial circumstances are not a barrier to children enriching their knowledge, developing social bonds and having shared experiences with their peers on a school trip.	Financial support for trips	Some families' financial situation may otherwise stop their children taking part in trips.	Office Administrator to produce letters for all parents and amend those for the parents of children eligible for PP. All parents/carers are made aware that they should discuss the Executive Head/ Deputy Head if they are having financial difficulties.	£200	Termly
That financial situations are not a barrier to children receiving milk each day in school	School to pay for milk for identified children if requested.	Some families' financial situation may otherwise stop their children having milk each day.	Office administrator to lease with parent and class teachers to ensure that any milk requested is being drunk.	£250	Half termly review
				Total	Other £ 1450
				Total budgeted cost	£ 12,150

5. Review of expenditure	
<mark>Previous Academic Year</mark> 2018-2019	

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children have age appropriate language skills	Pie Corbett's Talk for Writing and Spine books	Talk for writing had a positive impact on all children, including those entitled to funding.

Due to COVID 19 and the lockdown period we were not fully able to track progress | Continue approach | £600 |
| To improve children's reading skills earlier in the school so that they can access many areas of the curriculum more independently. | Big books | Children enjoyed Big Books and teachers reported children more engaged with the text than when using a small book.

Due to COVID 19 and the lockdown period we were not fully able to track progress | Continue approach | £400 |
| To ensure children are developing as a whole child including their emotional development. | The Thrive Approach | The Thrive approach has a positive impact on all children. | Due to COVID 19 and the lockdown period we were not fully able to embed this approach but will continue this approach. | £640 |

To ensure children are ready and able to learn.				

ii. Targeted support				
Desired outcome	Chosen action / approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children, can apply phonic skills in reading so that they are successful readers. All children make good progress and start year 1 at an age appropriate level.	RWI 1:1 tutoring	Children were making good progress in phonics Due to COVID 19 and the lockdown period we were not able to finish our tracking or the intervention.	Conitue approach in 2020-2021	£400
Children have age appropriate communication skills so they can access the learning environment.	School Start	Children were making good progress in language Due to COVID 19 and the lockdown period we were not able to finish our tracking or the intervention.	Continue approach in 2020-2021	£450
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children are able to develop their skills and interests out of the classroom. To ensure that families financial circumstances are not a barrier to children developing skills and abilities out of the classroom	Financial support for disadvantaged children to attend clubs during the year	Children attended Multisport club and had a positive experience with their peers.	We will continue to support families so that financial situations are not a barrier to attendance at clubs or enrichment activities.	£150
To ensure that families' financial circumstances are not a barrier to children enriching their knowledge, developing social bonds and having shared experiences with their peers on a school trip.	Financial support for trips	No trips took place due to lockdown	We will continue to support families so that financial situations are not a barrier to attendance on a school trip.	£0

6. Additional detail
In this section you can annex or refer to **additional** information which you have used to support the sections above.