

Kingsway Primary School



Pupil Premium Strategy Statement

2021-2022

Pupil premium strategy statement

This statement details our 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 | Kingsway Primary School |
| Number of pupils in school | 116 (F2-Y6) |
| Proportion (%) of pupil premium eligible pupils | 72% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Helen Holbrook, Headteacher |
| Pupil premium lead | Helen Holbrook, Headteacher |
| Governor / Trustee lead | Daniel Stenhouse, Chair of Governors |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 95,495 |
| Recovery premium funding allocation this academic year | £ 10,585 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 106,080 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, whatever their individual circumstances or additional challenges they face, meet their potential by making good progress and achieving well across all subject areas.

We want all our children to have high aspirations; our school motto is, 'do the best you can do, be the best you can be'. Supporting all children to achieve, personally and academically, is what we aim to do across all areas of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve these goals.

At Kingsway, we very much believe in supporting all children to overcome barriers and achieve their potential, whether they are disadvantaged or otherwise vulnerable. This strategy statement is also designed to meet the needs of those children as well.

Our strategy focuses on high-quality teaching and learning and improving areas where disadvantaged pupils are noted to need the most support, as identified by our assessments and observations. The research suggests that quality first teaching approach has the greatest impact, as it will benefit all pupils in our school. However, the focus here will be to ensure that disadvantaged pupils make the intended progress, including accelerated progress, towards closing any gaps in comparison to their non-disadvantaged peers.

This strategy links closely with our current school development priorities and our work on the recovery curriculum, including the effective use of our school led-tutoring funding and recovery premium funding.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------------|--|
| 1: Reading and Phonics | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. This gap currently continues throughout other year groups, where greater proportions of non-disadvantaged pupils are on track to meet ARE than their disadvantaged peers. Past KS2 progress measures show reading to be the area in which children make least progress, and therefore this is a whole-school priority. |

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| 2: Writing | Assessments and observations show that low percentages of disadvantaged children are meeting age related expectations in writing. Discussions with the children show that engagement with the lessons has been low, and observations show that the guidance, structure, and progression that is needed to ensure high quality teaching was not in place in the English Curriculum. |
| 3: Catch Up of Lost Learning | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to some disadvantaged pupils falling further behind age-related expectations. |
| 4: Social, Emotional and Mental Health Support | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. There has been an increase in the number of children needing additional help and interventions to support their social, emotional, mental health and the resultant behaviors displayed. |
| 5: Attendance | Our attendance data shows that attendance for all groups of pupils is low and improving attendance is a school priority. Persistent absence is significantly higher than national. In addition to this, attendance data shows that attendance for disadvantaged pupils is lower than that of non-disadvantaged pupils. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Improved reading attainment for disadvantaged pupils. | Assessments and observations show increased fluency and application of phonics amongst our disadvantaged pupils. Percentage of disadvantaged children passing the phonics screening increases over time to become at least in line with national data. Percentage of disadvantaged children meeting end of KS1 and end of KS2 expectations in reading increases. Reading progress scores at the end of KS2 increase over time. |
| Improved writing attainment for disadvantaged pupils | Increased number of disadvantaged pupils achieve ARE in writing at the end of KS1 and KS2. Assessments, observations, and pupil voice show an increased engagement with writing lessons. |
| Improved maths attainment for disadvantaged children | Increased number of disadvantaged pupils achieve ARE in maths at the end of KS1 and KS2. |

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| | Diagnostic assessments show a reduction in the number of gaps in disadvantaged children's learning due to the impact of partial school closures. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Increased wellbeing for pupils, as evidenced through pupil voice, observations, and parental surveys. A decrease in the frequency that SEMH impacts on children's learning. Observations and assessments show an increased engagement with learning and increased participation in enrichment activities. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Increased attendance for all pupils to move towards national expectations, and to meet national over time. The gap between attendance of non-disadvantaged and disadvantaged pupils to reduce to no more than 1% (current difference -2.2%). Lower percentages of persistent absence for all children. The gap between rates of persistent absence for non-disadvantaged and disadvantaged children to reduce by at least half (current gap +6.4%). |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Launch Read, Write, Inc. including purchasing training, teaching materials and release time for the Reading Lead.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | 1, 3 |
| Purchase decodable reading books | Children should be taught to read by decoding using the sounds they know. The books they read in school and take home to read should be decodable and be in line with their current phonic knowledge. | 1, 3 |

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| | <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Purchasing new writing curriculum. Launch Pathways to Write.</p> <p>Purchasing training, teaching materials and texts</p> | <p>Children should be given the opportunity to develop their speaking and listening skills and understanding of language, be taught strategies to plan and monitor their writing, and be given opportunities for extensive and effective writing practice which has been modelled and supported.</p> <p>EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2</p> | 2, 3 |
| <p>Taking part in termly writing moderation training.</p> | <p>Teachers need to use high quality information about pupils' current capabilities to select the best next steps for teaching. Teaching and support needs to be targeted by accurately assessing children's needs.</p> <p>EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2</p> | 2, 3 |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>It is essential that teaching builds on what children already know, and that a variety of methods are used to gather this information. This will enable us to deploy targeted support where this is needed.</p> <p>EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2 EEF: Improving Maths in the Early Years and Key Stage 1 EEF: Improving Maths in Key Stages 2 and 3</p> | 1, 2, 3 |

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

Budgeted cost: £ 45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Engaging with school School-Led Tutoring, covering the remaining costs that the specific funding does not cover.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, both one-to-one, and in small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3 |

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| | Small group tuition Toolkit Strand Education Endowment Foundation EEF | |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3 |
| Increased staffing to support delivery of structured interventions in reading, writing and maths with a focus on disadvantaged pupils catching up on learning missed due to partial school closures. | Targeted deployment of teaching assistants, trained to deliver interventions is shown to have a positive impact on pupil outcomes. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help pupils overcome barriers to learning and 'catch-up' with their peers. EEF: Teaching Assistant Interventions EEF: Making the Best use of Teaching Assistants | 1, 2, 3 |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Introduce whole-school attendance focus and systems for rewarding good attendance, based on the principles set out in the DFE guidance. This will involve training and release time for staff to develop and implement new procedures and develop the role of Attendance Lead to support improving attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's Improving School Attendance | 4 |

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|---|---|--------------|
| <p>Improve the quality of social and emotional (SEL) learning, as part of the development of whole-school PSHE/RSE provision.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Increased staffing to support SEMH needs and interventions</p> | <p>SEL skills need to be explicitly taught, integrated, and modelled through everyday teaching and become part of the whole-school ethos. Individual children may require additional adult support to understand, learn and apply these skills.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Relationships Education (Primary)</p> | <p>5</p> |
| <p>Continue to staff, re-source, and maintain our free breakfast club for all children, with a focus on ensuring disadvantaged children have access to this.</p> | <p>Research shows that children accessing a breakfast club supports their concentration, behaviour and academic achievement.</p> <p>EEF: Breakfast Clubs found to boost primary pupils' reading, writing and maths results.</p> | <p>1 - 5</p> |

Total budgeted cost: £ 106,000

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 2020 to 2021 academic year.

Due to the Covid 19 Pandemic, our plans to improve attainment and progress of disadvantaged and otherwise vulnerable pupils were not fully achieved and not able to be validated using statutory assessments. However, internal data did show some progress towards this in some areas.

As experienced by schools across the country, the disruption to learning was most detrimental to our disadvantaged pupils, and we were not able to move forward with the actions we had planned to the extent we had hoped. However, the impact was lessened somewhat by our efforts to ensure the most vulnerable pupils were given a place in school and that we supported our disadvantaged pupils in engaging with home learning.

Maintaining small class sizes supported pupil progress but did not fully address the gaps. An analysis of gaps in learning and additional TA support in the spring and summer terms demonstrated the positive impact on pupil progress for the identified cohorts. These small class sizes also supported children in returning to school after school closures and rebuilding of routines and resilience, due to the additional adult support they could access.

Disadvantaged pupils who are identified as having additional needs were well supported by the additional SENCO release time funded. The use of Pupil Premium funding to support children's SEMH needs on returning to school also had a positive impact. Staff feedback demonstrated improved engagement and greater resilience in those children who accessed the support.

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| n/a | |
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