

Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium 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	Kingslea Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Most recent review date	October 2022
Next review date	October 2023
Statement authorised by	Alexis Conway
Pupil premium lead	Patricia Barrett
Governor / Trustee lead	Alison Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£ 38,740
Recovery premium funding allocation this academic year	£ 7,284
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year	£ 77,707

Part A: Pupil premium strategy plan

Statement of intent

At Kingslea, we are ambitious for all children. We recognise that every child has different starting points and follow multiple routes throughout their time school. Our role as educational providers is to support all individuals to achieve their best, whilst overcoming hurdles and barriers that may appear along the way for them. Our job is to ensure that children are able to access, and have the confidence to access, the widest range of possibilities, pathways and options when they leave us. We aim to see all children leaving Kingslea as happy, resilient and confident learners who have the essential skills needed to move through to secondary education and beyond. .

The Pupil Premium Register at Kingslea is broken down into:

- 7% (28) of our register consists of FSM or Ever6 pupils
- 1% of our register consists of pupils with additional SEND needs – the range of needs across the group is very diverse and most pupils have a diagnosis of a specific need
- 0% (0) of pupils on our Pupil Premium register currently have an EHCP.

Given the diverse needs of our cohort, our objectives are varied. We aim to

- provide a nurturing environment where all children feel at ease – for this it is important the culture we have of support, team work and recognising individual strengths is in place
- support all children with the acquisition of early reading and phonics, to help overcome key barriers moving through the school that occur when reading skills are delayed
- meet the specific needs of every child, using effective teamwork and partnership, and upskilling staff to have a greater awareness and understanding of the complexities of different specific educational difficulties being faced by pupils.
- help our highest need pupils develop strategies for self-regulation and emotion management – to understand their own feelings and control these in a more appropriate way with greater independence
- offer targeted interventions for those pupils who require a more tailored educational approach
- offer quality first teaching to all
- offer support and guidance to the families of PP pupils – working in partnership to address barriers such as attendance or health issues

The pupil premium strategy developed for Kingslea works towards achieving these objectives.

- We have always invested heavily in supporting teaching and learning strategies that are effective for all within our classrooms, have had video instructional coaching in place for the last six years, and utilise highly effective teaching assistants who work in partnership with our teachers to offer targeted and timely support to those children who need further opportunities to consolidate understanding.
- To further develop our approach to nurture and widen the scope of support that can be offered to children experiencing early trauma, the role of Mental Health Lead was been created (2020-21). Within this strategy, this member of staff is non-class based, creating capacity to distribute support for individuals, within classrooms and amongst our parent community, either from learning mentors, our family support liaison or from our own play therapist.
- CPD time across the school is to be spent prioritising staff awareness and understanding of barriers to learning including for those PP children who have additional SEND needs. Using an evidence informed research base, staff will be supported to develop toolkits to maximise opportunities for children based on their range of needs.
- The Vulnerable Pupils Team - consisting of the DHT, Inclusion Lead, DSL's, Attendance Officer and the office manager, meet on a fortnightly basis to review case load, share key information and identify next steps to support any pupil requiring additional pastoral care.

Challenges

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

Challenge number	Detail of challenge
1	To raise the level of PP attainment to that of non-PP attainment through overcoming educational barriers and addressing individual needs.
2	Engagement in wider school opportunities and developing cultural capital of PP children. We have a combination of children lacking the confidence to try 'new' activities that they may not have come across before and parents not signing up or picking up from extra-curricular activities. In 2018-19 we achieved our aim of 100% PP children attending at least one extra curricular club. After the suspension of clubs during Covid and their resumption in September 2021 this figure dropped.
3	<p>Attendance and punctuality</p> <p>In the academic year 2022-23 average attendance for statutory aged pupils in PP group was 90.7% which is an increase of 3.6% on the year before. The school sets the ambition of pupils meeting a 97% threshold. Comparatively, for non PP children, the % of attendance for 2022-23 was 95.8%, an increase of 0.7% on the year before.</p> <p>Attendance levels continue to be an issue for some pupil premium pupils, with periods of absence impacting on children's access to their education and routines and engagement as learners.</p>
4	Early Reading / Phonics – in our younger year groups, where attendance has been an issue for key pupils historically, gaps have developed as children are moved through the systematic phonics programme being taught. Where children miss school, they miss opportunities to consolidating key learning and progress through reading development at the same rate as their peers. This causes a delay further up the school for pupils who face increasing levels of challenge as they enter KS2 without the foundations of secure reading.

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
For pupil premium pupils, including for those with Special Educational Needs and Disabilities, pupils will make progress in line with that of their peers, based on individual starting points.	<p>Quality first teaching will ensure children are supported and stretched in all classrooms.</p> <p>Data including numerical data, information from subject audits, moderation, pupil progress meetings, interventions and observations shows that PP pupils are making progress at least at expected levels.</p>

	<p>Staff awareness and understanding of specific educational needs, and ways to overcome barriers within the classroom, will be well embedded. Staff will have a sound understanding of toolkits for specific educational barriers and will deploy these effectively in the classroom.</p> <p>Parental feedback will demonstrate that pupils eligible for PP are making good progress.</p> <p>Pupil voice will evidence that children's own perception of their progress and journey has been positive.</p>
<p>Engagement in wider school opportunities and developing cultural capital of PP children.</p>	<p>100% of PP children will attend at least one extra-curricular activity.</p> <p>Increase number of visits, visitors and experiences in the curriculum to make up for lost opportunities during Covid and to develop the cultural capital of children</p> <p>New visits, visitors and experiences introduced into the curriculum including after analysis of areas that PP children are less confident/have less experience of eg outdoor learning teacher. (Pupil Questionnaire/voice which indicates that pupils have increased their confidence and cultural capital)</p>
<p>To support all children in acquiring the foundations of early reading. To ensure all children access high quality systematic phonics to support decoding and word reading, including pupils entering KS2 with gaps still evident.</p>	<p>Increased numbers of PP cohort meeting end of phase milestones in reading</p> <ul style="list-style-type: none"> • EYFS – Word Reading and comprehension ELGs • Y1 Phonics screening check • Y2 Age Related Expectations • Y6 Age Related Expectations – Scaled score above 100 in reading <p>Monitoring in phonics will demonstrate progression through phases at rate comparable to Non PP peers (but based on starting points)</p> <p>Reading Benchmarking Assessments will demonstrate progression through book bands at a rate comparable to Non PP Peers (based on starting points)</p>

	<p>Pupil voice will evidence a love of reading amongst Pupil Premium Cohort.</p> <p>Parental feedback will provide evidence of increased levels of confidence in supporting children with reading at home.</p>
<p>Attendance levels for Pupil Premium children will be high (above 95%), with children accessing their entitlement to a full education.</p>	<p>Persistent Absence levels for pupil premium pupils will decrease from 2022/23.</p> <p>Individual PP pupils where attendance data indicates historic attendance levels dropping below 95% will have improved levels of attendance year on year.</p> <p>Parental engagement and support around attendance will improve – where pupils are absent, parents will work in partnership and will be proactive in ensuring school is aware of reason for absence.</p> <p>Attainment standards for pupils previously identified as persistent absentees will improve as a result of sustained exposure to teaching and learning sequence in the classroom, and attendance at specific interventions established to support addressing gaps and misconceptions.</p>

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: £ 24,900 (minimum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Instructional Coaching – systematic programme of internal CPD.</p>	<p>Randomised Control Trials (RCTs)</p> <ul style="list-style-type: none"> Allen. J., et al (2011) <i>An Interaction-Based Approach to Enhancing Secondary School Instruction and</i> 	<p>1,4</p>

Deliberate Practice / Use of video to support teacher development	<p><i>Student Achievement</i>, Science Vol 333 issue 6045, pp. 1034-1037 – (Impact findings Effect size +0.22)</p> <ul style="list-style-type: none"> Allen. J., et al (2015) <i>Enhancing Secondary School Instruction and Student Achievement: Replication and Extension of the My Teaching Partner-Secondary Intervention</i>, Journal of Research on Educational Effectiveness. 2015; 8(4): 475–489. <p>Meta-Analysis</p> <ul style="list-style-type: none"> Kraft, M., Blazer. D., and Hogan, D., (2018) <i>The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence</i>, Review of Educational Research <p>Supporting Texts</p> <ul style="list-style-type: none"> Leverage Leadership – Paul Bambrick-Santoyo Teaching Walkthru’s Five –step to instructional Coaching– Tom Sherrington and Oliver Caviglioli Teach Like a Champion – Doug Lemov 	
Peer to Peer – teachers and TA’s walk the school observing practice across the school	EEF Guidance Report Making best use of Teaching Assistants (Impact +5 months)	1,4
TA team teaching / coaching	EEF Guidance Report Making best use of Teaching Assistants (Impact +5 months)	1, 4
Homework	EEF Guidance Report <ul style="list-style-type: none"> Homework (Impact +5 months) 	1,2,4
Reading Resources – purchasing new reading books to match to phonic sounds more accurately	EEF Guidance Report <ul style="list-style-type: none"> Preparing for Literacy Improving Literacy at KS1 EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Phonics (Impact +5 months) 	1, 4
Parental Workshops <ul style="list-style-type: none"> Reading Maths 	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Parental Engagement (Impact +4 months) 	1, 2, 3, 4
Support for SEND	Ordinarily available Inclusive Practice (Tools for Schools) – West Sussex Inclusion Framework – West Sussex	1,2,3,4
CPD – general		

Subscription to National College – use across the school and when TA's are isolating		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000(minimum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based SALT	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Oral Language Interventions (Impact +6 months) 	1
1:1 support (non - EHCP)	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Individualised Instruction (Impact +4 months) 	1, 4
Explicit and systematic teaching of phonics Training for teachers in teaching phonics EYYS/KS1/KS2	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Phonics (Impact +5 months) 	1,4
Training for teachers in reading comprehension strategies and key reading skills	EEF Guidance Report <ul style="list-style-type: none"> Reading Comprehension Strategies (Impact +5 months) 	1,4
All PP children to take part in additional extra curricular school based physical activity	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Physical activity (Impact +1 months) 	2
Structured Interventions <ul style="list-style-type: none"> See whole school provision map 	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Small tuition group (Impact +4) Teaching Assistant Interventions (Impact +4) One to One Tuition (Impact +5) 	1,4
Mentoring of specific children	EEF Guidance Report <ul style="list-style-type: none"> Mentoring (impact +2 months) 	

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

Budgeted cost: £ 32,000(minimum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of family support worker	EEF Guidance Report <ul style="list-style-type: none"> Improving social and emotional learning in schools (Impact +4 months) Parental Engagement (Impact +4 months) Behaviour (Impact +4 months) Social and Emotional learning (Impact +4 months) Metacognition and Self-regulation (Impact +7 months) 	1,2,3
Vulnerable Pupils Team meetings – fortnightly		2, 3
Weekly monitoring of group and individual attendance		3
Lunchtime Nurture Clubs <ul style="list-style-type: none"> EYFS outdoor area 	EEF Guidance Report <ul style="list-style-type: none"> Improving social and emotional learning in schools (Impact +4 months) EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Behaviour (Impact +4 months) Social and Emotional learning (Impact +4 months) 	2
High level of TA support in classrooms	<ul style="list-style-type: none"> 'Making Best Use of Teaching Assistants Guidance Report' by Sharples, Webster and Blatchford (2014) 	1,2,3,4
Further develop relationships with parents of PP pupils eg 1:1 meetings, workshops, personal invites	EEF Guidance Report <ul style="list-style-type: none"> Parental Engagement (Impact +4 months) 	
Counsellor – 1 x ½ day a week	EEF Guidance Report	1,2

	<ul style="list-style-type: none"> Improving social and emotional learning in schools (Impact +4 months) <p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> One to One Tuition (Impact +5 months) Metacognition and Self-regulation (Impact +7 months) 	
Extended school day (March 2021 – July 2021) (Covid Catch-up and school budget funded)	<p>EEF Guidance Report</p> <ul style="list-style-type: none"> Extending School Time (Impact +3 months) 	1,2,3,
<p>CPD – SEMH / wellbeing</p> <ul style="list-style-type: none"> Team Teach / Positive Handling 	<p>EEF Guidance Report</p> <ul style="list-style-type: none"> Improving social and emotional learning in schools (Impact +4 months) Special Educational Needs in Mainstream Schools <p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> Behaviour (Impact +4 months) Social and Emotional learning (Impact +4 months) Metacognition and Self-regulation (Impact +7 months) 	1, 2
Inclusion Lead	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> Behaviour (Impact +4 months) Social and Emotional learning (Impact +4 months) Metacognition and Self-regulation (Impact +7 months) Mentoring (Impact +2 months) One to One Tuition (Impact +5 months) 	1, 2, 3

Total budgeted cost: £ 86,000

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 2022 to 2023 academic year.

- 1) End of KS2 progress for 2022/23 for PP pupils was well above the national average in reading (3.87 v 0.43), writing (4.70 v 0.36) and maths (4.80 v 0.51) and higher than that of non-PP children in writing and the same as non-PP in maths. Attainment in maths for PP pupils was similar to that of non-disadvantaged pupils nationally.
- 2) Increase in the number of PP children attending extra-curricular clubs and representing the school at external events eg sporting competitions and festivals.
- 3) Attendance for a small number of PP children continues to be an issue with more regular and/or longer absences than non PP children.
- 4) Re-evaluation of how we teach phonics and small group support has led to gaps being filled and higher levels of progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider