

Kingsway Primary School



Pupil Premium Strategy Statement

2022-2023

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	118 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	68.6%%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
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	£ 112,185
Recovery premium funding allocation this academic year	£ 11,890
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	£ 124,075

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 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 in many other year groups, where greater proportions of non-disadvantaged pupils are on track to meet ARE than their disadvantaged peers. During the year 2022-2023, some improvements were made to this area of challenge, due to the introduction of the SSP scheme and the positive early impact this has had. It is therefore important that this remains a focus to ensure that this continues to have a positive impact and gaps in learning continue to be addressed and reduced.
2: Writing	Assessments and observations show that an increasing percentages of disadvantaged children are meeting age related expectations in writing, although these percentages remain lower than other areas of the curriculum. A new writing curriculum has been purchased and introduced, and this needs to remain a focus so

	that this can be embedded effectively and that gaps in learning continue to be addressed and reduced.
3. Maths	Attainment at the end of KS2 for maths was low for both disadvantaged and non-disadvantaged children. It was the area of the curriculum which had the lowest progress score. It has been identified through monitoring and observations that all children need more opportunities to be able to explore mathematics at a deeper level and to reason and problem solve more regularly. This will be a focus as well as ensuring gaps in learning continue to be addressed and reduced.
4: Social, Emotional and Mental Health Support	Our assessments, observations and discussions with pupils and families have identified social and emotional barriers 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 and progress for disadvantaged pupils.	<p>Assessments and observations show increased fluency and application of phonics amongst our disadvantaged pupils.</p> <p>Percentage of disadvantaged children passing the phonics screening increases over time to become at least in line with national data.</p> <p>Percentage of disadvantaged children meeting end of KS1 and end of KS2 expectations in reading increases.</p> <p>Reading progress scores at the end of KS2 increase over time.</p>
Improved writing attainment and progress for disadvantaged pupils	<p>Increased number of disadvantaged pupils achieve ARE in writing at the end of KS1 and KS2.</p> <p>Assessments, observations, and pupil voice show an continued increased engagement with writing lessons.</p> <p>Writing across the curriculum shows accurate application of writing skills</p>
Improved maths attainment and progress for disadvantaged children	<p>Increased number of disadvantaged pupils achieve ARE in maths at the end of KS1 and KS2.</p> <p>Diagnostic assessments show a reduction in the number of gaps in disadvantaged children's learning, and these assessments are used effectively to continue to close the gaps.</p>

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Increased wellbeing for pupils, as evidenced through pupil voice, observations, and parental surveys.</p> <p>A decrease in the frequency that SEMH impacts on children's learning.</p> <p>Observations and assessments show an increased engagement with learning and increased participation in enrichment activities.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Increased attendance for all pupils to move towards national expectations, and to meet national over time.</p> <p>Lower percentages of persistent absence for all children.</p> <p>The gap between rates of persistent absence for non-disadvantaged and disadvantaged children to reduce.</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: **£ 27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the introduction of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Embed Read, Write, Inc. including purchasing yearly training and updating teaching materials</p> <p>Work as partner school with the English Hub to further improve phonics teaching and to provide CPD for staff.</p> <p>Release time for Subject Leader to assess the children, coach staff and lead RWI effectively.</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, 2
Purchase further decodable reading books	<p>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.</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p>	1, 2

	Phonics EEF (educationendowmentfoundation.org.uk)	
Taking part in termly writing moderation training.	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. EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2	2
Programme of Subject Leader Development, led by School Improvement Partner. Attendance at Subject Leader training for English and Maths, provided by the Local Authority. Release time for Subject Leaders to lead their subjects effectively across the school.	High-quality Subject Leader Development and Subject Training is essential to follow EEF principles and to ensure Subject Leaders are driving improvements in their subjects. This will impact attainment and progress across the curriculum as a whole. EEF: Leadership	1, 2, 3, 4

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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, in line with RWI scheme guidance.	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
Increased staffing to support delivery of structured interventions in reading, writing and maths with a focus on disadvantaged pupils.	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, 4, 5

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

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-launch whole-school attendance focus and systems for rewarding good attendance, based on the principles set out in the DfE guidance.</p> <p>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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's Improving School Attendance</p>	4
<p>Implement part time Pastoral Lead as part of our Staffing Structure to enable further support for children and families without impacting the Teaching and Learning in classrooms.</p>	<p>To increase attendance and support children in accessing learning, it is essential that there is a point of contact and capacity within the school's leadership structure to support children and families who may be struggling for different reasons. These challenges could be linked to safeguarding, SEMH, behaviour, bereavement etc.</p> <p>DfE's Behaviour in Schools</p>	4, 5
<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>	4
<p>Continue to staff, resource, 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>	1 - 5

Total budgeted cost: £ 124,000

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. We have used our school's 2022 performance data to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. In line with national findings and reports, we have found that COVID-19 disruption affected groups of pupils in different way, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Data from tests and assessments at both the end of Key Stages and at the end of each year group suggest that, despite some accelerated progress in some individual cases, classes and areas of the curriculum, the overall progress and attainment of the school's disadvantaged pupils in 2021/22 remains below where we would like it to be. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we have also identified some additional barriers to learning including attendance, and some whole-school improvement priorities.

Although there was not a great deal of difference between attendance for disadvantaged and non-disadvantaged children (0.7% difference), attendance rates for all children were low and below national. Persistent absence was also high and significantly above national. We recognise that attendance is too low which is why raising the attendance of our disadvantaged pupils (the majority of our pupils) is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved overall last year, and behaviour for learning has been commented on positively in external reports but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

This analysis means that, whilst progress has been made during the 2021-2022 academic year and there have been some excellent examples of individual successes, many of our priorities remain, and are outlined in these strategies. They very much fall in line with our whole-school priorities. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
RWI Phonics	Read, Write Inc.
Cornerstones Maestro	Cornerstones
TT Rockstars	Times Table Rockstars
Charanga Music	Charanga