

Kingsway Primary School



Pupil Premium Strategy Statement

2024-2025

Kingsway Primary School Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	146 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	70% (102 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	10.12.24
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	H. Holbrook- Headteacher
Pupil premium lead	H. Holbrook- Headteacher
Governor / Trustee lead	D. Stenhouse- Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150,960

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 excellent 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 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 curriculum.

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	<p>Assessments, observations, and discussions with pupils show that disadvantaged pupils access phonics and reading well alongside their non-disadvantaged peers, to the point that they achieved more favorably at key assessment points during 2023-2024 than their non-disadvantaged peers.</p> <p>Over the past years, since the implementation of our phonics programme, significant progress has been made. However, it is important that we continue to embed this, and that we continue to increase attainment for all our pupils and with 70% of our pupils being eligible for Pupil Premium, this includes our disadvantaged pupils.</p> <p>Another challenge that we have identified is reading for pleasure and access to high quality texts.</p>
2: Writing	<p>Assessments and observations show that the main barriers for children (including disadvantaged children) is consistency in their writing, mastery of the fundamentals and stamina for writing. Currently, disadvantaged children achieve slightly lower than their non-disadvantaged peers in writing, although increasing attainment for all groups of children remains a priority.</p>
3. Maths	<p>Attainment at the end of KS2 for maths is a focus for improvement for all children. It has been identified through monitoring and observations that a large proportion of children (including disadvantaged children) are struggling to recall key number facts at speed, which means that they are not left with the cognitive space to tackle more complex questions and to use these number facts to reason and problem solve.</p>

	Increasing children's fluency and recall 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 support being key for many pupils for them to access their learning. These challenges particularly affect disadvantaged pupils which in turn impacts their attainment. Support put in place has shown to be effective in many cases. However, there has been a continued increase in the number of children needing additional help and interventions to support their social, emotional, mental health and the resultant behaviors displayed. Therefore, the additional support available, including but not limited to keeping staffing levels high and providing high-quality pastoral support must continue.
5: Attendance	Our attendance data shows that attendance for all groups of pupils remains low and improving attendance is a school priority. Persistent absence is significantly higher than national. Attendance for disadvantaged pupils is slightly higher than that of non-disadvantaged pupils. However, with 70% of our pupils being eligible for pupil premium, increasing the attendance of our disadvantaged pupils is key to increasing overall attendance and decreasing persistent absence.

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
Continue to improve 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 is maintained at least in line with national data. Percentage of disadvantaged children meeting end of end of KS2 expectations in reading increases.
Improved writing attainment for disadvantaged pupils	Increased number of disadvantaged pupils achieve ARE in writing at the end of KS2. Assessments, observations, and pupil voice show a continued increased engagement with writing lessons. Writing across the curriculum shows accurate application of writing skills
Improved maths attainment and progress for disadvantaged children	Increased number of disadvantaged pupils achieve ARE in maths at the end of KS2. Assessments and Gaps analysis 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.
To continue to support children in overcoming SEMH barriers so less learning is impacted by SEHM needs.	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 Improve attendance for all pupils, including our disadvantaged pupils.	Increased attendance for all pupils to move towards national expectations, and to meet national over time. Lower percentages of persistent absence for all children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£42,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed a DfE validated Systematic Synthetic Phonics programme to secure increasingly strong phonics teaching for all pupils.</p> <p>Embed Read, Write, Inc. including 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 work with the English Hub, 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>	<p>1, 2</p>
<p>Purchase further decodable reading books and resources, ensuring access to high quality reading materials.</p>	<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> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<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>	<p>2</p>

<p>Full and active participation in a programme of maths training, organised by the Local Authority (16 sessions over the year, including all year groups).</p> <p>Release time for Subject Leader and teachers to attend and implement training effectively.</p>	<p>This aims to further increase the quality of maths teaching. Excellent maths teaching requires accurate content knowledge, and a good understanding of the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught, including reasoning and problem solving.</p> <p>EEF: Improving Mathematics in the Early Years and Key Stage 1 EEF: Improving Mathematics in Key Stage 2</p>	<p>3</p>
<p>Programme of Subject Leader Development, led by School Improvement Partner.</p> <p>Attendance at Subject Leader training for maths and Maths, provided by the Local Authority.</p> <p>Release time for Subject Leaders to lead their subjects effectively across the school.</p>	<p>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.</p> <p>EEF: Leadership</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: **£53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, in line with RWI scheme guidance.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Increased staffing to support delivery of structured interventions in reading, writing and maths with a focus on disadvantaged pupils.</p>	<p>Targeted deployment of teaching assistants, trained to deliver interventions is shown to have a positive impact on pupil outcomes.</p> <p>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.</p> <p>EEF: Teaching Assistant Interventions EEF: Making the Best use of Teaching Assistants</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: **£56,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed 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>Maintaining pastoral support 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 EEF: Working with parents to Support Children's Learning</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>Maintain appropriate levels of 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>High-levels of staffing and support is key for many of our disadvantaged children. Children with SEMH and other additional needs require a range of strategies to be able to access their learning successfully.</p>	4, 5

Total budgeted cost: £151,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 1) **Reading and Phonics:** Attainment in the Year 1 phonics screening has continued to increase over the last three years. The percentage of disadvantaged children passing the screening (70%) is in line with national and is above the percentage of non-disadvantaged pupils who passed the screening (42%). At the end of KS2, the percentage of disadvantaged children who achieved the expected standard (66%) exceeded the percentage of non-disadvantaged children (50%) who achieved the expected standard.
- 2) **Writing:** At the end of KS2, a higher proportion of non-disadvantaged pupils (33%) achieved the expected standard than disadvantaged pupils (25%). Reducing this gap, as well as increasing the overall percentage of children who meet the expected standard at the end of KS2 remains a priority.
- 3) **Maths:** At the end of KS2, a high proportion of disadvantaged children (41%) achieved the expected standard in maths than non-disadvantaged pupils (33%). However, increasing attainment for both groups of pupils remains a priority.
- 4) **Social, Emotional and Mental Health Support:** Through thorough and varied SEHM support, therapeutic schools training, and increased pastoral support we have seen a decrease in the frequency in which SEMH difficulties impact on children's learning. However, there remains a number of disadvantaged children who require this support to access their learning on a day-to-day basis as well as small number of disadvantaged pupils who show emotional school-based avoidance. SEHM and pastoral support remains a key part of the work we do on a day-to-day basis and this needs to continue to be the case.
- 5) **Attendance:** Attendance remains a whole-school priority. Data taken from FFT Aspire Attendance Tracker. Whole-school attendance for 2023-2024 academic year was 88.5%. Attendance for FSM6 (disadvantaged pupils) was 88.9% and attendance for Non-FSM (non-disadvantaged pupils) was 87.3%. Even though currently, disadvantaged children's attendance is higher than non-disadvantaged, improving attendance for all groups of children remains a priority. Due to our high proportion of disadvantaged children, attendance has remained a priority on this plan. Persistent absence for all children (36.6%), for disadvantaged pupils (36.7%) are also inline with each other. Reducing rates of persistent absence for all pupils also remains a priority.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, Write Inc.	Ruth Miskin