

# 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Kingsley Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Liam Cox
Pupil premium lead	Scarlet de Sade
Governor / Trustee lead	Minaxi Patel

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127252
Recovery premium funding allocation this academic year	£12470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£139722</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Kingsley Primary School, we feel it is important to consider the context of the school and the challenges faced by our pupils when deciding how to use the Pupil Premium funding. The decisions will be based on research that indicates approaches enable good levels of progress for the pupils, particularly the research conducted by the Education Endowment Foundation (EEF). We have found that there are some common barriers to learning for disadvantaged children due to the situations of their families - less support at home, weak language and communication skills, lack of confidence, lack of resilience, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. It is also acknowledged that this description matches pupils who do not qualify for Pupil Premium funding, and that not all pupils who do qualify are facing these issues. It is our intention to utilise the funding in a way that enables all learners to meet their full potential.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We will endeavour to involve the staff who know the child best in the decision-making process when discussing which approaches to use in overcoming their barriers to learning.

#### Principles

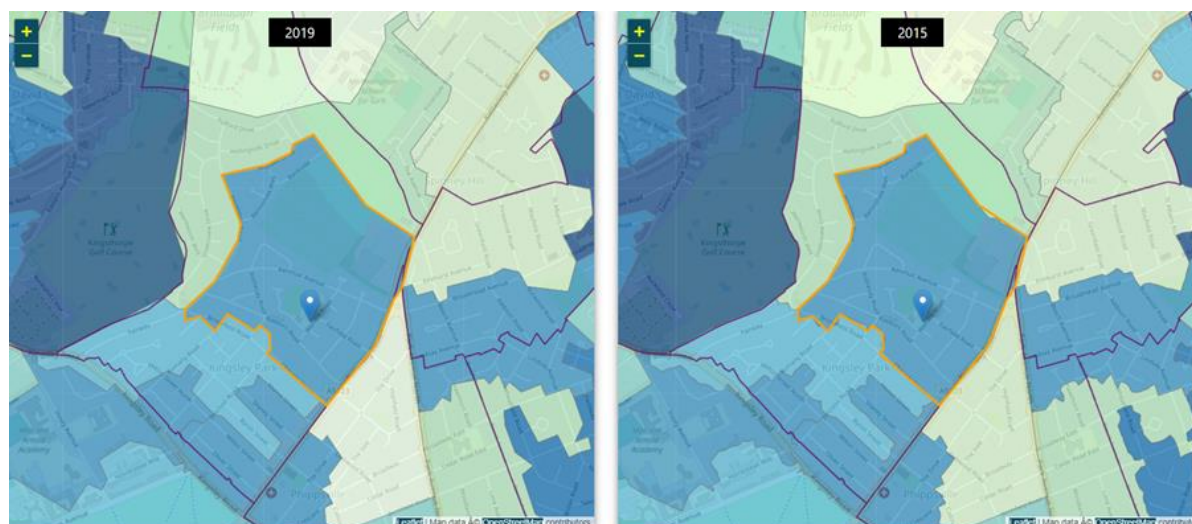
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium funding will be used to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Demography and School Context

Kingsley Primary is a two-form entry primary school located in Kingsley, Northampton. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings).

Our catchment area is consistently ranked as within the 30% of areas of most deprivation.



## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to meet or exceed nationally expected progress rates in order to reach Age Related Expectations by the end of Year 6
- To provide support for the social and emotional development of pupils
- To create high aspirations in our pupils for themselves

## Achieving These Objectives

The range of provision the school considers making for this group include:

- Use of the National Tutoring Programme
- Staff CPD/new programs to improve teaching and learning
- Emotional support and learning mentoring through a dedicated staff member
- Payment towards the costs of educational visits and residentials
- Providing enrichment opportunities for pupils to use in their learning
- To develop self-image and to instil high aspirations.
- To improve attendance for PP pupils.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Early understanding of language – 81% of PP eligible pupils enter Reception below the baseline for the Word Reading strand. This has an ongoing impact through their time at school.
2	Low attainment in Maths.
3	High proportion of children eligible for PP funding have ongoing difficulties at home (involvement with Social Services, CIN plans, EHAs, LAC and history of domestic violence, limited support from home) and/or difficulties with resilience and mental health, and therefore require additional support. 55% of pupils/families working with the Family Support/Learning Mentor are PP eligible, compared with 25% of school population being PP eligible. EYFSP Baseline – 0% PP eligible in Self-Regulation and Managing Self strands.
4	Low attendance rates for a high number of children eligible for PP funding, including lateness which impacts on learning due to missed/part sessions. 92.8% attendance in PP children
5	Lack of external wider curriculum opportunities. This is reflected in EYFS Baseline data (PP pupils 0% at or above Expected in People, Culture & Communities strand, 44% at or above in The Natural World strand, and 44% at or above in Gross Motor Skills). Pupils from disadvantaged backgrounds are less likely to have aspirational goals for themselves throughout the school.

## 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
To improve Maths across the school using Power Maths, which will impact upon more PP pupils achieving ARE in Maths at the end of the year. To achieve the target of 61% of PP pupils achieving ARE or above in Maths.	Rapid progress in Maths for PP pupils across the school, evident in book looks, termly data and learning walks. 61% of PP pupils meeting ARE or above in Maths for July 2022. KS2 SATS – achieved KS1 SATS – working towards
To improve phonics across EYFS and KS1 using Read, Write Inc., which will impact upon more PP pupils achieving ARE at the end of the year	Rapid progress in phonics for PP pupils across EYFS and KS1, evident in learning walks and data.
Continued improvement in learning attitudes and behaviour of targeted PP children and continued engagement of families.	Data demonstrates that PP children with SEMH issues have made good progress due to appropriate interventions. Interventions established and targeted PP pupils who are in need.
To develop the whole child, building resilience and self-esteem and an ability to thrive in the world around them, whatever the circumstances	Maths results improve to close the gap between PP and non-PP, particularly in reasoning assessments. Learning disrupted by fewer behaviour incidents. Pupil voice will show pupils have higher aspirations.
To improve attendance so it is in line with National averages or higher.	Attendance of PP pupils in line with National average

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: £ £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high-quality teaching of phonics across EYFS and KS1 All staff to receive Read, Write Inc. training	Extensive research explains that Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The EEF Toolkit states that the effective use of high-quality teaching of Phonics has a high impact for very low cost.  Continued use of R,W, I across the school to support accelerated progress for Pupil Premium pupils in Phonics and Reading.  EEF research: +4 months	1
Whole School use of Power Maths	Pearson states that Power Maths is a maths mastery programme that is “built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts.”  The EEF Toolkit suggests that “Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. EEF research: +6 months	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIXL tests completed following data calendar in all KS1 & 2 classes. The results will then be used to implement PiXL Assessment & Question Level Analysis throughout KS1 & 2. Teachers will then identify key marginal groups and ensure interventions are established. This will be discussed at termly pupil progress meetings.	The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the adult. EEF research: +4 months	2
Phonics interventions to be identified for pupils not on track. Key marginal groups to be created from phonics assessments	The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the adult. EEF research: +4 months	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker and Learning Mentor	The EEF Toolkit shows that improving pupils' self-regulation and meta-cognition can offer 7 months progress.	3, 4

Assistant Head to monitor the attendance of pupils and follow up issues promptly	To improve the attendance of our PP pupils will allow the interventions to improve their learning to take place.	4, 5
Artist in Residence to work with selected pupils 1 morning a week to develop artistic/practical projects – all year Groups, focus on KS2	The EEF Toolkit states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum for all children including those eligible for the pupil premium. In addition to this, it also highlights “wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported”.	4, 5
A range of wider curriculum experiences to broaden pupils’ life experiences.	<p>Without wider experiences, pupils experience lower aspirations and experience greater barriers when bringing their own experiences into their work. In order to make connections with their learning to other aspects of their lives, pupils need to be exposed to a wide range of cultural and educational encounters.</p> <p>The EEF Toolkit states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum for all children including those eligible for the pupil premium. In addition to this, it also highlights “wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported”.</p> <p>The EEF Toolkit suggests that “The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.”</p>	1, 3, 4, 5

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

Subject	PP	Non-PP
% achieving expected standard or above in reading, writing and maths	23%	48%
% making expected progress in reading	52%	71%
% making expected progress in writing	49%	69%
% making expected progress in maths	38%	61%

Our disadvantaged pupils were affected by the move to remote learning because that meant we were less able to provide additional support in class and targeted support. Our Family Support Worker supported the school with delivering laptops, wifi hotspots and food bank parcels to families. Our Family Support Worker was also able to signpost parents to external agencies providing support for families and identify any newly vulnerable pupils who would most benefit from being in school during lockdown. We are continuing with the role of Family Support Worker as a way to support families, as well as providing counselling for pupils in need to address the rise in mental health concerns. Our Attendance Officer monitored work of pupils with limited/no engagement with work when teachers raised concerns. Contacted parents to find/resolve any issues and emphasise importance of completing work. Whole year attendance for pupil premium pupils was 94.9%.

## 2021-22 Review

### Kingsley Primary School Data 21/22 (National Data)

#### Reception – GLD

<- 71% (65%)

#### Year 1 Phonics (2019 NA%)

All	74% (75.7%)
Disadvantaged	67%
Other	77%

#### Year 2 Phonics

All	86%
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### Year 2 2022 SATS

#### Reading

	EXS	GD
All	58% (67.1%)	16% (18%)
Disadvantaged	36%	18%
Other	63%	15%

#### Writing

	EXS	GD
All	56% (57.8%)	7% (8%)
Disadvantaged	45%	9%
Other	59%	7%

#### Maths

	EXS	GD
All	63% (67.8%)	9% (15%)
Disadvantaged	45%	18%
Other	83%	7%

#### Combined

	EXS	GD
All	49% (53.6%)	7%
Disadvantaged	36%	9%
Other	52%	7%

### Year 6 2022 SATS

<b>Reading</b>		
	<b>EXS</b>	<b>GD</b>
All	73% (74%)	17% (28%)
Disadvantaged	67% (62%)	17%
Other	74% (80%)	14%
<b>Writing</b>		
	<b>EXS</b>	<b>GD</b>
All	71% (69%)	7% (13%)
Disadvantaged	67% (55%)	6%
Other	71% (75%)	7%
<b>Maths</b>		
	<b>EXS</b>	<b>GD</b>
All	71% (71%)	25% (22%)
Disadvantaged	61% (56%)	33%
Other	73% (78%)	21%
<b>Combined</b>		
	<b>EXS</b>	<b>GD</b>
All	55% (59%)	5% (7%)
Disadvantaged	33% (43%)	6% (3%)
Other	64% (65%)	5% (9%)
<b>KS2 PiXL Results</b>		
<b>2020-21</b>	<b>Reading</b>	<b>Maths</b>
Non-Disadvantaged	70%	58%
Disadvantaged	47%	33%
Gap	23%	25%
<b>2021-22</b>	<b>Reading</b>	<b>Maths</b>
Non-Disadvantaged	67%	72%
Disadvantaged	60%	52%
Gap	7%	20%
<p>The use of Power Maths has been a great success in building the confidence and understanding of key concepts in our Pupil Premium pupils. The gap between pupils eligible for PP and their more advantaged peers is closing. We are continuing to embed this and anticipate increased attainment as a result of this over the next few years, as pupils build on prior learning.</p> <p>Read, Write, Inc. is working well in KS1 and EYFS to ensure rapid, successful understanding of synthetic phonics. Again, we anticipate the gains will increase as this becomes more embedded.</p>		

The artist in residence will begin working with PP pupils in Y4 from the end of September 2022 and will work with Y5 & Y6 later in the year.

Our main priorities in 2022-23 will be to close the gap in KS1. We intend to do this through the continued use of Power Maths; Read, Write, Inc; focused interventions and PiXL therapies; quality first teaching from a rigorous curriculum; and broadening the scope of the wider opportunities offered to them.

## **Review of the year 2022-23**

### **2022-23 Data Review**

#### **EYFS Pupils achieving GLD**

All	68% (67% NA)
Non-Pupil Premium	64%
Pupil Premium	89%

This demonstrates fantastic progress for the children entitled to Pupil Premium, and a significantly raised starting point in their learning journeys.

#### **Year 1 Phonics Screening Check**

	22-23	21-22
All	88% (79% NA)	
Non-Pupil Premium	94%	77%
Pupil Premium	84% + 17%	67%

While the gap between our PP and non-PP children remains the same this year when compared with last, the attainment has been raised significantly and is 5% points above the national average.

95% of our Year 2 pupils moved to KS2 having passed their phonics screening check.

#### **KS1 outcomes**

Reading	22-23		21-22	
	EXS	GD	EXS	GD

All	61%	25%	63%	15%
Pupil Premium	59% + 23%	6% - 12%	36%	18%
<b>Maths</b>	22-23		21-22	
	EXS	GD	EXS	GD
All	75%	23%	83%	18%
Pupil Premium	77% + 32%	6% - 3%	45%	9%
<b>Writing</b>	22-23		21-22	
	EXS	GD	EXS	GD
All	58%	2%	59%	7%
Pupil Premium	53% + 9%	0% - 9%	45%	9%
<b>Combined</b>	22-23		21-22	
	EXS	GD	EXS	GD
All	53%	0%	52%	7%
Pupil Premium	47% + 11%	0% - 9%	36%	9%
<b>KS2 Outcomes</b>				

<u>Reading</u>	22-23	21-22
	EXS	GD
All	78%	37%
Pupil Premium	71% + 4%	14% - 3%
<u>Maths</u>	EXS	GD
All	82%	33%
Pupil Premium	71% + 10%	14% - 16%
<u>Writing</u>	EXS	GD
All	75%	10%
Pupil Premium	71% + 4%	14% + 8%
<u>Combined</u>	EXS	GD
All	71%	6%
Pupil Premium	71% +38%	0% -6%

We are proud to see little to no gaps in our pupils reaching the expected standard. As you can see from the above, a key target for the school is to now close the gap between our pupil premium and non – pupil premium when reaching greater depth.

KS2 PiXL Results 2021-2022 – Pupils at ARE

2021-22	Reading	Maths
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<b>Non-Pupil Premium</b>	67%	72%
<b>Pupil Premium</b>	60%	52%
<b>Gap</b>	7%	20%

<b>2022-23</b>	<b>Reading</b>	<b>Maths</b>
<b>Non-Premium</b>	61%	62%
<b>Pupil Premium</b>	58%	54%
<b>Gap</b>	3%	8%

#### KS2 PiXL Results 2022-2023 – Pupils at ARE

Last academic year, the gap between disadvantaged and non-disadvantaged reduced drastically in Reading (by 16%) and considerably in Maths (by 5%). Last year's outcomes for Years 3-5 show that there is **a small gap of 3%** and the gap in Maths has been reduced by **12%**. We have continued the great use of Power Maths and introduced the Maths Whizz program – both continue to have a positive impact on outcomes. Read, Write, Inc. is working well in KS1 and EYFS to ensure rapid, successful understanding of synthetic phonics. Again, we anticipate the gains will increase as this becomes more embedded.

Our main priorities in 2023-24 will be to close the gap with our GD pupils. We intend to do this through the continued use of Power Maths; Read, Write, Inc; focused interventions and PiXL therapies; quality first teaching from a rigorous curriculum; and broadening the scope of the wider opportunities offered to them. We will also invest in Maths Whizz and other proven intervention resources. Head and PP lead will produce a toolkit for developing GD pupils over terms 3 and 4.