

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Kingswood Primary Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	C Barrington
Pupil premium lead	J Mathew
Governor / Trustee lead	E Nuttall - GAT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,320
Recovery premium funding allocation this academic year	£15,080
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	£166,400

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to improve and sustain higher attainment, aspirations and accelerate the progress for disadvantaged pupils. Our goal is to make the outcomes for disadvantaged pupils comparable with that of non-disadvantaged pupils nationally.

The strategy that we have devised will focus on the key challenges that are preventing disadvantaged pupils from achieving their full potential:

- Oral language
- Vocabulary
- Self-esteem
- Aspirations
- Prior attainment
- Life experience

Specific objectives for the use of Pupil Premium funding at Kingswood Primary Academy include;

- End of Key Stage 2: Increase the % of disadvantaged pupils achieving age related standards– rapidly close the gap to national
- End of Key Stage 1: Close the gaps in attainment between disadvantaged pupils and their peers, all groups to be in line with national
- End of EYFS: Close the gaps in attainment between disadvantaged pupils and their peers, all groups to be in line with national
- Year 1 Phonics Check: Close the gaps in attainment between disadvantaged pupils and their peers, all groups to be in line with national
- All year groups: ensure progress for disadvantaged pupils is in line with peers, close the attainment gap.
- Ensure vulnerable children that are at risk of falling behind are identified and then targeted for intervention.
- Ensure more able pupils are also pushed and targeted to achieve full potential.
- Ensure Year 5/6 pupils are 'Secondary School' ready through targeted intervention.
- Ensure that all pupils have the same opportunities in regards to trips and life experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low prior attainment due to poor oral and written language skills – specifically a lack of vocabulary in EYFS/KS1 which slows progress in subsequent years.</p> <p><i>Lack of parental involvement, especially in reading to their children at home means many of our children start knowing hundreds of thousands of words less than other children their age.</i></p> <p><i>“Based on these calculations, here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1-2 times per week, 63,570 words; 3-5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.” Study from Ohio State University.</i></p>
2	<p>Gaps in prior learning impacting on ability to access new information. Gap will have widened during lockdown</p>
3	<p>Pupils are not 'learning ready' due to social / emotional challenges stemming from home environment</p> <p><i>35.8% of children are living in poverty on the Kingswood estate compared to 16% across the East Midlands</i></p>
4	<p>High percentage of pupils with low emotional resilience and self-esteem (impacts on ability to rise to the challenge of more stretching academic activities)</p> <p><i>The overall crime rate on the Kingswood estate is higher than the average across the East Midlands- high links between organised crime and vulnerable children with low self-esteem/ self-worth.</i></p>
5	<p>Low expectations / life goals due to limited life experiences</p>
6	<p>Historically, the area has a lower rate of literacy and numeracy skills in adults which in turn can affect parental engagement and aspiration for certain pupils.</p>

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
Improve oracy and written language skills for pupils eligible for PP in EYFS and KS1	<p>Pupils eligible for PP make accelerated progress by the end of the year so that all pupils eligible for PP meet age related expectations in EYFS and in Y1 phonics check.</p> <p>Pupils using oracy strategies to communicate and express themselves clearly.</p>
Improve attainment and progress for pupils eligible for PP (Writing being a main focus)	<p>All pupils (despite prior attainment) to be making expected progress.</p> <p>With some pupils, who are below ARE, making accelerated progress and are beginning to narrow the attainment gap. Attainment gap between PP and NPP is narrowed and closer in line with National data.</p>
Issues from home to be addressed; provided emotional support for pupils to share and communicate feeling	<p>Attendance and punctuality rising for targeted pupils. Reduced number of incidents involving poor parenting, safeguarding and social / emotional issues.</p>
Pupils face challenges with more desire, effort and with a growth mindset	<p>Pupils demonstrate resilience, especially when faced with failure. They accept feedback positively and act on it to demonstrate impact. Pupils welcome a challenge.</p>
Broaden pupils' life experiences	<p>Pupils reflect on trips and other opportunities by writing about them – widening vocabulary too.</p>
Pupils to understand the depth of possibilities their future holds	<p>Pupils to identify their possible future goals by Year 6. Pupils have high learning aspirations.</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: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,6
Mastering Number NCETM training	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	2,6
Whole school feedback focus/ CPD.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 4
Training and support to deliver QFT (whole school; Key Stage and bespoke)	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3
Support for ECT- Mentor being released to coach.	https://earlycareer.chartered.college/creating-an-environment-to-support-effective-learning-strategies-for-early-career-teachers/	1,6

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

Budgeted cost: £ 66,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to release class	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,6

teachers for interventions		
TAs delivering interventions in the afternoon	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,6
Extra TA in Year 2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,6
Part-fund Education Sports Mentor (Northampton Town)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health	3,4
Revision resources (SATS guides)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,6
Oracy focus/intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,6

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

Budgeted cost: £ 66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Ticket	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform https://www.basw.co.uk/system/files/resources/basw_21941-5_2.pdf (p23 &38) https://www.tes.com/news/schools-use-pupil-premium-buy-childrens-uniform	1,2,4,5
Enrichment of curriculum through trips, visits, residential	https://www.basw.co.uk/system/files/resources/basw_21941-5_2.pdf (p 38) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,2,4,5

Enrichment through clubs	https://www.basw.co.uk/system/files/resources/basw_21941-5_2.pdf	1,2,4,5
Breakfast Club	https://www.basw.co.uk/system/files/resources/basw_21941-5_2.pdf	
Learning Mentor/ Family support worker	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health	3,4,5
Therapy sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Attendance admin/rewards	https://attendancemattersmagonline.co.uk/using-the-pupil-premium-to-raise-school-attendance/#:~:text=The%20aim%20of%20the%20PP,school%20meal%20(FSM)%20provision.	1,2,3,4,5,6

Total budgeted cost: £ 166,400

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 and 2022-2023 academic years.

Due to COVID-19, there was no published data for 2019/20, 2020/21 or 2021/2022

Year 6 2021-2022 Outcomes	
Reading (disadvantaged)	53%
Writing (disadvantaged)	56%
Maths (disadvantaged)	73%
Combined (disadvantaged)	47%

Year 6 2022-2023 Outcomes	
Reading (disadvantaged)	59%
Writing (disadvantaged)	59%
Maths (disadvantaged)	65%
Combined (disadvantaged)	47%

This cohort of children has a very large proportion of disadvantaged pupils with complex SEND needs. They achieved very low results at KS1. The progress made has been very strong.

This data shows that our targeted support, intervention, quality first teaching approach had a strong impact on our disadvantaged pupils, standing them in good stead for their secondary school journey.

We found that the largest gaps between disadvantaged children and non-disadvantaged pupils came in Year 1 and Year 2. We believe this is widely down to the overall percentage of time that these children have spent in school compared to the older years (lockdowns have had a bigger impact on the youngest children because a larger percentage of their schooling has been spent at home compared to older children). This helped to shape our plans, focusing on phonics training and introducing

Mastering Number in Reception, Year 1 and Year 2. We also increased the adult support in KS1 through the use of an additional TA.

The KS2 results for disadvantaged pupils meant that we will continue to use the extra adult resources in upper KS2 as well as the revision guides and interventions.

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
Mastery Number	NCETM

Further information (optional)

When planning our Pupil Premium strategy we evaluated the activities undertaken in previous years. We looked back at previous Pupil Premium reviews and discussed the impact of strategies undertaken with pupils and teachers.

We used the EEF 'Teaching and Learning Toolkit' to research different strategies and how cost effect they were. We looked at a number of studies, reports and research papers about effective use of Pupil Premium and the impact of disadvantage on education outcomes.

We reflected on what we had learned about our community throughout the pandemic and used the strong relationships that we have forged with parents to think about a strategy that will benefit our children the most.

In addition to the Pupil Premium funded activity detailed about, the whole school will continue its push on careers and employability; raising aspirations for all young people. Oracy has become a focus for the whole school, with staff raising expectations for communication.

Our plan covers the next 3 academic years but will be reviewed regularly as we will stay informed with current practice, guidance and research.