

Pupil premium strategy statement – Kingsbury Primary school

This statement details our school’s use of pupil premium (and recovery 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	225
Proportion (%) of pupil premium eligible pupils	26% (59)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25
Statement authorised by	K Hanson
Pupil premium lead	K Hanson
Governor / Trustee lead	L Greatorex

Numbers entitled to FSM and therefore PP have consistently risen over the last 5 years.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85375
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£85375

Part A: Pupil premium strategy plan

Statement of intent

- At Kingsbury Primary School our vision is clear that every child 'Reaches for the stars' and that will provide opportunities and support to enable all children to do this. Our use of Pupil Premium is a central strategy to enable this to happen and help our vision become reality with success for all.
- We aim to :
 - To reduce attainment gap between the school's disadvantaged and others
 - To raise the in-school attainment of both disadvantaged pupils and their peers
 - To ensure attendance levels are at least in line with similar schools nationally
- We do this through development universal provision so that quality first teaching has maximum impact, targeted support and intervention for pupils who are vulnerable to falling behind for a variety of reasons and wider strategies to meet needs that are unique to the child.
- Support includes both academic intervention from motor skills through phonics to specific grammar and maths interventions as well as those addressing social and emotional issues.
- We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are disadvantaged are less likely to achieve ARE in Reading writing and maths in both KS1 and KS2
2	A higher proportion of disadvantaged pupils are also pupils with SEND
3	A higher proportion of disadvantaged children have low attendance
4	Some cohorts have a disproportionately higher number of disadvantaged children making the gap sometimes harder to narrow
5	Children from the disadvantaged group often have difficulties with self regulation and need support to achieve this.

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
Children are supported in school and by appropriate agencies including MHST to overcome social, emotional and behavioural difficulties.	Children are well supported by additional staff and other external professionals. Children's social and emotional difficulties do not prevent them being able to access learning as they are better able to regulate their emotions.
Families are supported in school and by appropriate agencies through the Early Help process to overcome social, emotional and behavioural difficulties.	Reduction in permanent and fixed term exclusions. Reduction in behavior issues. Parents are well supported by the Early Help process
Increase rates of attendance for identified pupils/families. In school attendance gaps of disadvantaged pupils is reduced and the gap is closed between national data. Regular meetings and reward systems for those who need it.	Attendance data shows that; Reduction in the number of persistent absence and lateness. The gap between disadvantaged children and other pupils is narrowing Disadvantaged children's attendance is at least in line with national averages or better.
Children make good progress in reading, Maths and fine motor/writing.	Children make good progress in reading. (EYFS and KS data) Children to make good progress in Maths (EYFS and KS data) Children make good progress in writing. (EYFS and KS data) Children make good progress in phonics (Phonics data) For each set of data the gap between disadvantaged and other is closing.
Improved access to wider school experiences	All disadvantaged pupils have fair access to trips, clubs and events as non-disadvantaged pupils. They are

	represented proportionally in clubs and through pupil voice.
--	--

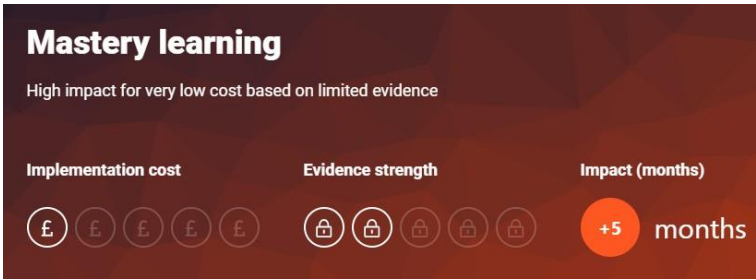

Activity in this academic year

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: £37500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide release time for leaders in reading, writing, maths and specialists in SEND to support and coach peers to ensure good or better teaching. Ensure that leaders at all levels are able to access up to date and relevant training to support others therefore improving outcomes for all pupils.	Supporting high quality teaching is pivotal in improving children’s outcomes. Evidence shows that high-quality teaching is the most important lever schools have to improve outcomes. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,4,5

<p>Continue to work with the maths hub Teaching for Mastery across all year groups</p> <p>Use the power maths scheme to ensure teachers have quality support and resources</p> <p>This will involve training and support and include cost of teacher release time</p>	 <p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 padlocks] Impact (months): +5 months</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,2,4</p>
<p>Keep class sizes smaller to offer generous pupil-teacher ratios for the disadvantaged groups</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Evidence shows that high-quality teaching is the most important lever schools have to improve outcomes. Generous pupil-teacher ratios support the progress made by the disadvantaged groups. Smaller teaching groups in Y2 and 6 for this year in particular. Additional teaching of small groups in other years</p>	<p>all</p>
<p>Further embed the use of our synthetic phonics scheme (Little Wandle) for the whole school. Phoneme match reading books for all pupils in R and 1 and for those pupils who require this in subsequent years.</p>	 <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 padlocks] Impact (months): +5 months</p> <p>Closing the disadvantage gap Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence cited in ‘The Reading Framework’ indicates that a systematic, whole school approach using 1 scheme supports rapid progress in decoding and therefore supports reading development overall. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important</p>	<p>1,2</p>

	<p>component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning</p>	
<ul style="list-style-type: none"> • Improved stamina in writing • Improved standard in handwriting • Narrowing of gap in the progress and attainment of disadvantaged and non-disadvantaged children 	<p>Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Pupils have regular opportunities to rehearse, practice and consolidate key skills in writing and handwriting.</p> <p>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p>	4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour support 1:1 (TAs working with individually identified children following Educational Psychologist Assessments and associated action plans.</p>	 <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self regulation or social and emotional skills.</p>	<p>2 6</p>
<p>Interventions for SEND Schemes e.g. precision teaching, rapid phonics. All TAs dedicated to</p>	 <p>Schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that</p>	<p>2.4</p>

<p>personal plans intervention (2.5 per week per TA)</p>	<p>when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils. However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch-up' with previously higher attaining pupils. Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p>	
--	--	--

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

Budgeted cost:44 375

<p>Tuition in small groups and individuals for year 5 and 6, delivered by an experienced teaching assistant/teacher</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,4</p>
---	---	------------

<p>Teaching Assistant PHONICS Interventions. Research based intervention schemes e.g. 100% fidelity to Little Wandle</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: Phonics Teaching and Learning Toolkit EEF</p>	<p>1,2</p>
<p>Zones of regulation used in all classes and available for all parents to access from home via the school website</p>	<p>Good evidence from research that self-regulation and the ability to identify and understand emotions and the impact they have on learning and well-being. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p>	<p>4,5</p>

<p>'Early Help' provided to support children and families with specific needs for example, attendance issues.</p>	<p>Good attendance at school speeds progress and improves attainment. It also enables children to form strong relationships with peers and adults.</p>	<p>3</p>
---	--	----------

Special educational needs are addressed and provision meets needs. TA led interventions are planned carefully and reviewed regularly.	Evidence-based interventions in use to support children with a range of needs. SENCO monitoring attainment and progress of SEN children.	1,2,4
---	--	-------

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment, trips etc. Enrichment activities such as residential trips in Y6	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop noncognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive	5
	skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.	
<i>1:1 and small group support around Emotional Literacy and use of Zones of Regulation</i>	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support	5

	<p>disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p>	
<p>Monitor attendance and punctuality of key children</p> <p>Support families by providing information and offering early morning support (calm club / staggered drop off)</p>	<p>Improved attendance and punctuality allow for the best opportunity for progress to increase and attainment to rise</p>	3

Total budgeted cost: £ 85375

Part B: Review of the previous academic year

Year Six	Cohort	PP
Reading	59%	56%
Writing	82%	89%
Maths	76%	78%
GPS	71%	56%
Combined R/W/M	47%	33%

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching

Pupil Premium funded strategies were focused around phonics provision, development of reading comprehension strategies, maths mastery within EYFS and KS1 and support for KS2 reading, writing and maths

Phonics results for children in Year 1 (83%) with Disadvantaged pupils scoring 86% as are result of targeted support

KS1 results were not as positive for disadvantaged pupils i

Reading 71% (50% for disadvantaged) Writing 55% (33% for disadvantaged) and maths 61% (33% for disadvantaged)

In KS2 the gap between disadvantaged and other pupils was smaller with some areas the disadvantaged pupils outperforming the others.

Reading 59% (56% for disadvantaged) Writing 82% (89% for disadvantaged) and maths 76% (78% for disadvantaged) GPS 71 % (56% for disadvantaged)

We need to continue to address the basic skills of this group with targeted support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium

(or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars	Maths Circle
Big Cat reading	Collins
Little Wandle	Collins

White Rose Maths	White Rose Education

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.