

Pupil premium strategy statement – Kingsfield Primary School 2024-27

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
School name	Kingsfield Primary School
Number of pupils in school	324 pupils
Proportion (%) of pupil premium eligible pupils	34% (111 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025- 2026 2026-2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Executive Head Teacher Lisa Corby
Pupil premium lead	Lisa Corby
Governor / Trustee lead	Christine Hopwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,280.
Recovery premium funding allocation this academic year	£0
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>	£164,280.
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Part A: Pupil premium strategy plan

Statement of intent

Purpose:

At Kingsfield Primary School, we are an inclusive school that holds high aspirations for all learners. We are passionate about equality of opportunity. We strive to ensure that every pupil who attends our school is nurtured, enjoys their learning journey and finds something that they are successful at.

We believe that underpinning good learning is:

- a) the need for calm learning environments where children are happy to attend school*
- b) support with social and emotional development*
- c) early identification of needs, both academically and pastorally*
- d) strong links between home, school and the community*
- e) equal opportunity to access the wider curriculum and extra-curricular activities*

Objectives:

- 1. To improve attendance for PP pupils*
- 2. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils*
- 3. To ensure that all disadvantaged pupils learn the skills to read, write and understand number*
- 4. To ensure that pupils' social and emotional developmental needs are met*
- 5. To ensure that disadvantaged pupils leave our school having experienced a range of wider opportunities and found something they enjoy and/or are good at*

Challenges

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

Challenge number	Detail of challenge
1	Attendance of PP pupils is been lower than non-PP pupils
2	PP pupils have more complex social and emotional needs than non-PP pupils
3	Higher levels of adverse childhood experiences in PP pupils compared to non-PP pupils (a significant proportion of PP pupils have a safeguarding file)
4	PP pupils are attaining lower than non-PP pupils at KS1 and 2 in R,W,M.
5	PP pupils often do not have the same access to opportunities to develop cultural capital as non-PP 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
1. Children attend school regularly and on time.	PP pupils' attendance is in line with national average for PP pupils. PP pupils have access to free breakfast club All PP pupils access at least one extra curricular club. Positive engagement with parents.

<p>2. Pupils who are assessed as having significant social and emotional needs have targeted intervention</p>	<p>Pupils benefit from whole school, classroom based and targeted interventions.</p> <p>Pupils can articulate what they are feeling and select the appropriate tools to regulate their emotions.</p>
<p>3. Children are 'ready' to be in school</p>	<p>Pupil levels of engagement are the same across PP and non-PP pupils</p> <p>Scaffolding for PP learners is effective</p> <p>The attainment gap between PP and non-PP closes over time</p> <p>Behaviour logs show a decrease in negative behaviours over time</p>
<p>4. Pupils learn to read, write and understand number at age related expectations</p>	<p>The gap is closed between PP and non PP pupils for reading and writing by the end of KS2.</p> <p>The proportion of PP pupils that achieve age related expectations in reading and writing is in line with national PP.</p>
<p>5. Pupils develop cultural capital</p>	<p>Pupils try a wide range of wider school clubs</p> <p>Pupils find something they enjoy/are good at</p> <p>Pupils continue to do this activity beyond school</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: £18,250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk for Writing</i>	<p>EEF Project Report TalkForWriting.pdf</p> <p>The evaluation demonstrated that the project displayed some evidence of promise. School staff reported that the project had a positive impact on pupils' writing skills and improved their confidence with teaching writing.</p>	4

<p>Phonics and Early Reading</p>	<p>Phonics EEF</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>4</p>
<p><i>Reading fluency (whole school)</i></p> <p><i>Use of reading ALT specialist</i></p>	<p>Fluency EEF</p> <p>Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content</p>	<p>4</p>
<p><i>Maths Mastery</i></p> <p><i>Use of Maths Specialist from local hub 6 visits 2024-5</i></p>	<p>Teaching for Mastery NCETM</p> <p>The Essence of Mathematics Teaching for Mastery NCETM</p>	<p>4</p>
<p><i>Middle Leader Training</i></p> <p><i>Use of ALT Academy</i></p>	<p>Ofsted Research</p> <p>Teachers need solid knowledge and understanding of the subject(s) they teach. As well as this, they need to know how to teach</p>	<p>4</p>

<i>Improvement Lead</i>	<p>that subject, and, more generally, how to teach. These three types of essential knowledge are known as content knowledge, pedagogical knowledge and pedagogical content knowledge. Content knowledge can be defined as teachers' knowledge of the subject they are teaching, pedagogical knowledge as teachers' knowledge of effective teaching methods, and pedagogical content knowledge as teachers' knowledge of how to teach the particular subject or topic</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £88,830.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and fluency catch up	<p>Teaching Assistant Interventions EEF</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Our Teaching Assistants are highly trained.</p>	4
	<p>Department for Education</p>	

<p><i>Hive Appropriate Provision</i></p> <p><i>1 x Thrive Practitioner</i></p> <p><i>1 x Teaching Assistant</i></p>	<p>The Hive is a school-based Appropriate Provision (APP) for learners who need a more structured approach for some of their school provision than is possible to provide in their mainstream class. The Hive caters for a small number of Key Stage 2 learners with EHCPs. These learners have their primary need within Communication and Interaction (usually Autism), and a Cognition and Learning need as a secondary need. The Hive runs each morning. In the afternoon and for break times the learners return to their peer class. The Hive is a needs-based provision, the school will only provide this if there are enough pupils to warrant it.</p>	<p>2,4</p>
<p>Thrive interventions</p> <p>Team of 6 trained practitioners.</p>	<p>Social and emotional learning EEF</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>2</p>

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

Budgeted cost: £57,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	<p>Working together to improve school attendance (applies from 19 August 2024)</p> <p>Research shows that at KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.</p>	1
<p>Family Liaison Officer/Safeguarding Lead/ Thrive Senior Leader</p> <p>Thrive whole school approaches</p>	<p>Understanding the use of Attendance & Family Liaison Officers... EEF</p> <p>Attendance and family liaison officers play a multifaceted role within schools, primarily focused on monitoring attendance data and liaising with pupils, their families, and school staff to address attendance issues. Their responsibilities can be broadly categorised into core tasks, such as data collection and stakeholder communication, and non-core tasks tailored to specific school needs, including home visits, promoting attendance, and providing pastoral support</p> <p>Social and emotional learning EEF</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	2,3
To provide wider clubs to all PP pupils free of charge	<p>Microsoft Word - Music in schools wider still, and wider.doc</p> <p>Arts participation EEF</p> <p>Outdoor adventure learning EEF</p> <p>Physical activity EEF</p>	5

Total budgeted cost: £164,280.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS/Phonics/KS1 data (2024)

	Group	School	Trust
EYFS	Dis	77.8%	58.7%
	Non	68.8%	75.0%
	Gap	-9.0%	16.3%
Phonics	Dis	71.4%	73.9%
	Non	72.7%	83.4%
	Gap	1.3%	9.5%
Reading	Dis	64.7%	62.6%
	Non	82.9%	75.8%
	Gap	18.2%	13.2%
Writing	Dis	23.5%	51.6%
	Non	60.0%	68.2%
	Gap	36.5%	16.6%
Maths	Dis	47.1%	59.5%
	Non	68.6%	76.0%
	Gap	21.5%	16.5%

KS2 data (2024)

	Group	School	Trust
Reading	Dis	50.0%	65.7%
	Non	60.0%	76.5%
	Gap	10.0%	10.8%
Writing	Dis	62.5%	66.2%
	Non	65.7%	75.8%
	Gap	3.2%	9.6%
Maths	Dis	54.2%	63.8%
	Non	77.1%	77.8%
	Gap	22.9%	14.0%
Combined	Dis	41.7%	52.2%
	Non	54.3%	64.1%
	Gap	12.6%	11.9%

Strengths: EYFS and phonics

Next steps: KS1 and KS2 R,W,M

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
Little Wandle	Little Wandle Training and Champion School Facilitators Letters and Sounds
Talk for Writing	Outstanding Teacher Training - Talk for Writing
Thrive	CPD for Thrive Licensed Practitioners Courses The Thrive Approach

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A