



Pupil Premium Strategy Statement 2021-22 with Review of 2020-21

Context

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Metric	Data
School name	Kingsfield Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	Census 2020 – 25.54% (107 chn) October 2021 - 28.89% (121 chn)
Academic year or years covered by statement	2020-21 Review 2021-22 Action Statement
Publish date	November 2021
Review date	July 2022
Statement authorised by	IEB
Pupil premium lead	Mrs. Coates (Headteacher)
Governor / Trustee lead	Mr. Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year for 107 not 121 chn	£143,915
Recovery premium funding allocation this academic year for 107 not 121 chn	£15,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<i>Service pupil premium funding allocation this academic year</i>	£435
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	£159,430

Part A: Pupil premium strategy plan

Statement of intent

We want disadvantaged students within our school to:

- Reach and exceed their potential
- Be lifelong learners
- Engage actively in lessons
- Experience the world in which we live

Challenges

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

Challenge number	Detail of challenge	School target
1	Communication Low levels of vocabulary and poor communication skills.	Improve oracy and communication skills across the school so that children can access the curriculum fully.
2	Phonics and reading Data continues to be below national. Locality issues with adult literacy identified. Children read infrequently at home and have poor language acquisition upon entering EYFS.	Improve outcomes for phonics and reading through bespoke training plans for staff. Work with the English Hub, Opportunity Area and other external specialists to ensure staff are able to teach all aspects of the reading curriculum from nursery through to Year 6.
3	Attendance	Improve attendance levels particularly those for children who have multiple disadvantages.

	Attendance for disadvantaged children particularly those with multiple disadvantages continues to be below non-disadvantaged. Time lost from absence impacts upon children's access to the curriculum and opportunities to develop relationships etc.	
4	SEMH SEMH needs for some disadvantaged children are negatively impacting upon their learning.	Develop appropriate SEMH provision to support children in accessing the school curriculum.

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
Reduce gap between PP and non-PP students in core subjects. Achieve the national average for children with PP.	Data analysis shows the gap between non and PP children is closing. Data shows that children receiving PP funding reach the equivalent standards nationally.
All children, at an age-appropriate level, can communicate effectively with an adult and their peers. Children's language acquisition is greater than in September 2021.	Assessments, observations, learning walks and book studies show children's communication skills have improved. From standardised testing in Autumn 1 to Summer 2, children's progress will be evident. The curriculum and oracy journey will be complete and embedded to support children successfully.
Achieve a phonics screening check outcome that is moving towards national.	Outcomes are better than in previous years, aiming for 65%. Through monitoring activities, it will be clear that children's experience of reading and use of phonics has improved.
Improve attendance of disadvantaged pupils to be above 95%; persistent absence falls by 10%.	Attendance of disadvantaged children will be above 95%. Attendance systems will be embedded. PA has fallen by 10%.

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Provisional cost
CPD on: <ul style="list-style-type: none"> Developing oracy within the classroom Implementing talk through stories (English Hub) Vocabulary rich environments (English Hub) Elklan approaches 	EEF: <ul style="list-style-type: none"> Develop a new pedagogy and curriculum focused on oral language skills Vocabulary Enrichment Intervention Oral language interventions Communication support (EY) 	Priority 1 - Communication	£2,500
CPD on: <ul style="list-style-type: none"> Phonics in general (English Hub) Floppy's Phonics How to read a book aloud Getting ready for Year 1 – reading and phonics (English Hub) Effective phonics interventions (English Hub) 	EEF: <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics OU: <ul style="list-style-type: none"> Teachers as readers: building communities of readers Reading for pleasure: changing professional practice 	Priority 2 – Phonics and Reading	£2,500

<p>CPD on:</p> <ul style="list-style-type: none"> • Writing an attendance policy. • Undertaking an audit of attendance within your school (LA). • Hosting Parent Contract Meetings (LA). 	<p>EEF is currently undertaking research on attendance interventions:</p> <ul style="list-style-type: none"> • https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf 	<p>Priority 3 – Attendance</p>	<p>£1000</p>
<p>CPD on:</p> <ul style="list-style-type: none"> • Using the Resilience Framework. • Understanding and planning for children's SEMH needs. • Teaching SEL skills explicitly. • Zones of Regulation. • STEP ON. • Nurture principles. 	<p>Resilience framework is based on a number of research-based projects to develop children's mental health and identify areas that can be improved.</p> <ul style="list-style-type: none"> • https://www.boingboing.org.uk/schools-based-resilience-projects/ <p>EEF Recommendations for teaching social and emotional literacy:</p> <ul style="list-style-type: none"> • https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf 	<p>Priority 4 – SEMH</p>	<p>£4,000</p>

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

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Provisional cost
Interventions and 1:1 mentoring to be led by a specialist teacher. Children to be identified through diagnostic assessments.	EEF research on: <ul style="list-style-type: none"> • Individualised instruction • Mentoring • Small group support 	Priority 1 – Communication	£45,000
Ongoing training of ELSA staff; interventions in place throughout the week to develop children's communication with others. Ensure time allocation for staff to undertake interventions.	EEF research on: <ul style="list-style-type: none"> • Metacognition and self-regulation • Behaviour interventions • Teaching Assistant interventions ELSA research papers: <ul style="list-style-type: none"> • https://www.elsanetwork.org/elsa-network/evaluation-reports/ 		
Alternative provisions to be established to support children's access to the curriculum and remove language barriers. 6 provisions involving 12 members of staff for at least 50% of the day.	EEF research on: <ul style="list-style-type: none"> • Preparing for literacy in EY • Oral language interventions • Improving literacy at KS1 • Individualised instruction • Metacognition and self-regulation • Small group support 		£65,000

	<ul style="list-style-type: none"> • Teaching Assistant interventions 		
Additional small group TA support for children in class to improve reading.	<p>EEF research on:</p> <ul style="list-style-type: none"> • phonics • improving literacy at KS1 • Small group support • Teaching Assistant interventions 	Priority 2 – Phonics and Reading	£10,000
<p>Sunflower (SEMH) support including:</p> <ul style="list-style-type: none"> - Cookery classes - Art therapy - Lego therapy - Lego League - Mindfulness <p>+ resourcing and staffing for these therapies and sessions.</p>	<p>Following Covid-19, this is a key principle of the DfE / Government's agenda for supporting children.</p> <p>EEF:</p> <ul style="list-style-type: none"> • Behaviour interventions • Small group support • Teaching Assistant interventions <p>Nurture UK:</p> <ul style="list-style-type: none"> • https://www.nurtureuk.org/research-evidence 	Priority 4 – SEMH	£15,000

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Provisional cost
Colourful Semantics is embedded across the school to support access to whole curriculum.	<p>SEND Code of Practice – graduated approach.</p> <p>Research Gate:</p>	Priority 1 – Communication	£1,000

Develop greater communication between staff and parents through different strategies shared on Tapestry and social media outlets.	<ul style="list-style-type: none"> • Colourful semantics: a clinical review 		
Develop library and club timetable so that children have greater free access to books. Establish regular book fairs and adult phonics workshops to develop community literacy.	<p>OU:</p> <ul style="list-style-type: none"> • Teachers as readers: building communities of readers • Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'? 	Priority 2 – Phonics and reading	£1,000
Build community links through Barnardos and Age UK to support families. Organise events that are low threat so that hard to reach families can participate.	<p>Nurture UK whole school programme.</p> <p>NCES:</p> <ul style="list-style-type: none"> • Extra-curricular and enrichment activities <p>Frontiers in Psychology:</p> <ul style="list-style-type: none"> • Systematic review of intergenerational programmes 	Priority 3 – Attendance	£600
Offer enrichment opportunities to support children's access of the whole curriculum. Funding to pay for trips/events and music subsidies.	<p>EEF:</p> <ul style="list-style-type: none"> • Extra-curricular and enrichment activities 	Priority 4 – SEMH	£6,000
Access to art events and trips to national museums so as to improve: - cultural capital - develop a love of art and heritage - resilience when creating own compositions	<p>EEF:</p> <ul style="list-style-type: none"> • Arts participation 	Priority 1 – Communication and Priority 4 – SEMH	£8,400

Total budgeted cost: £162,000

(additional funding required to undertake these actions will come from the main school budget)

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.

Aim	Outcome
Improved standards of teaching that is more inclusive of PP children's needs.	Teaching improved from September 2020 to July 2021. A significant CPD programme supported this change.
Improved oracy across Early Years and Key Stage 1 for children receiving PP funding.	<p>Oracy support was given to staff and children through tailored programmes of support and purchasing of new materials such as Language Link. The school opted to take part in an action research project with Hughes Hall (University of Cambridge) on developing oracy.</p> <p>This remains a significant issue facing our locality so is the key driver for our SDP for 2021-22.</p>
Increase curriculum enhancements / enrichment opportunities; increase disadvantaged children's access to these opportunities.	<p>Music lessons continued to be offered virtually. Other enrichment opportunities planned were unable to take place due to the restrictions in place.</p> <p>Curriculum enhancements have been planned for the forthcoming year.</p>
System of interventions is embedded and working	Specialist Intervention Teacher appointed and she undertook focused work from September 2020. Children's outcomes improved from working with this teacher.

<p>successfully to improve standards.</p>	<p>Staff training at all levels has supported an improvement in access arrangements for children, particularly those who are disadvantaged.</p> <p>Provision mapping software is fully embedded which has led to greater clarity and accountability of staff in supporting children's identified learning objectives.</p> <p>Through clear identification of children's needs, it became evident that SEMH and communication skills are locality wide issue. Therefore, we have set up a specialist provision to support children which opens in September 2021.</p>
<p>Disadvantaged children displaying strong academic aptitude are challenged and supported to achieve greater depth.</p>	<p>Due to the restrictions in place, children accessed a large proportion of their learning remotely. This impacted upon the outcomes of this group of children and will be made a focus point for the forthcoming year.</p> <p>Assessment tools and strategies improved throughout and there is now a coherent protocol to gather, input, analyse and reflect upon data.</p>
<p>Attendance for children with PP funding improves; persistent absence reduces.</p>	<p>Attendance has improved but there continues to be an issue regarding students with multiple disadvantages, particularly SEND.</p> <p>Family Care Manager undertook regular checks with families to ensure there were no underlying needs preventing attendance.</p>
<p>Disadvantaged children are able to access appropriate services / strategies to support emotional needs.</p>	<p>Services were made accessible to children. A lunchtime nurture provision was established to support the emotional needs of the Year 6 cohort.</p>
<p>Disadvantaged children are able to understand and attempt to lead a healthy lifestyle.</p>	<p>A broad and balanced curriculum was available throughout the year. Disadvantaged children were able to access additional after school clubs, took part in the Kingsfield Olympics and Sports' Week.</p> <p>Healthy lifestyles was a module that all children covered in line with our curriculum design.</p>

Externally provided programmes

Programme	Provider
Charanga – music	
TT Rockstars – timestables	
Provision map – SEND	Edukey
PiXL – assessment and interventions	
MyConcern – safeguarding	
OTrack – assessment	