Pupil Premium Strategy Statement 2022-23 with Review of 2021-22

Context

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	121 PP; 385 non-PP
Proportion (%) of pupil premium eligible pupils	Census 2020 – 25.54% (107 chn) October 2021 - 28.89% (121 chn) Census 2022 – 31.43% (121 chn)
Academic year or years covered by statement	2021-22 Review and 2022-23 Action Statement
Publish date	September 2022
Review date	July 2023
Statement authorised by	IEB
Pupil premium lead	Mrs. Read (Head of School)
Governor / Trustee lead	Mr. Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year **for 121 chn**	£167,585
Recovery premium funding allocation this academic year **for 121 chn**	£17,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service pupil premium funding allocation this academic year	£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	£185,565

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	**Writing and Maths**	Review of homework offer to children. Provision of homework clubs, enabling access to technology and support for learning.
	Data continues to below national across all data sets. Limited adult literacy levels in the community and limited support for homework provided.	
4	**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.	
5	**SEMH**	Develop appropriate SEMH provision to support children in accessing the school curriculum.
	SEMH needs for some disadvantaged children are negatively impacting upon their learning.	
6	**Enrichment**	Provide access to many and varied learning and enrichment activities, supporting funding access to clubs and visits.
	Some disadvantaged children are not exposed to a full range of cultural opportunities,	

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.	Data analysis shows the gap between non- and PP children is closing.
Achieve the national average for children with PP.	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.	Assessments, observations, learning walks and book studies show children's communication skills have improved.
Children's language acquisition is greater than in September 2022.	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 broadly in line with 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%.
Broaden children's learning experiences through supporting access to visits, visitors, clubs and extra-curricular opportunities.	100% of pupils to access visitors and visits in school time each term. Improved participation in extra-curricular clubs and opportunities.

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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Provisional cost
CPD on: • Developing oracy within the classroom • Implementing talk through stories (English Hub) • Vocabulary rich environments (English Hub) • Elklan approaches Language Link Interventions & a designated SALT TA to target intervention.	EEF: • Develop a new pedagogy and curriculum focused on oral language skills • Vocabulary Enrichment Intervention • Oral language interventions • Communication support (EY)	Priority 1 - Communication	£13,000.00
CPD on: • Phonics in general (English Hub) • Floppy's Phonics • Getting ready for Year 1 – reading and phonics (English Hub) • Effective phonics interventions (English Hub)	EEF: • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics OU: • Teachers as readers: building communities of readers • Reading for pleasure: changing professional practice	Priority 2 – Phonics and Reading	£1000.00

Purchase a greater number of teaching resources from Floppy's Phonics to support early reading and phonics.			
CPD on: • Effective planning and teaching of English units of work • Effective planning and teaching of Maths units of work	EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	Priority 2 – Maths and Writing	£1000.00
CPD on: • Our attendance policy and the importance of good attendance. • Undertaking an audit of attendance within your school (LA). • Hosting Parent Contract Meetings (LA).	EEF is currently undertaking research on attendance interventions: • https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf	Priority 4 – Attendance	£500.00
CPD on: • Using the Resilience Framework. • Understanding and planning for children's SEMH needs. • Teaching SEL skills explicitly. • Zones of Regulation. • STEP ON. • Nurture principles.	Resilience framework is based on a number of research-based projects to develop children's mental health and identify areas that can be improved. • https://www.boingboing.org.uk/schools-based-resilience-projects/ EEF Recommendations for teaching social and emotional literacy: • https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf	Priority 5 – SEMH	£1000.00

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

Budgeted cost: £132,500

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: • Individualised instruction • Mentoring • Small group support	Priority 2 – Phonics & Reading Priority 3 - Writing & Maths	£20,000.00 *Of which some of this will be paid for via NTP and the RPG.*
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: • Metacognition and self-regulation • Behaviour interventions • Teaching Assistant interventions ELSA research papers: • https://www.elsanetwork.org/elsa-network/evaluation-reports/	Priority 5 - SEMH	£6,000.00
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: • Preparing for literacy in EY • Oral language interventions • Improving literacy at KS1 • Individualised instruction • Metacognition and self-regulation	Priority 1 – Communication Priority 5 - SEMH	£55,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Provisional cost
	• Small group support • Teaching Assistant interventions		
Additional small group TA support for children in class to improve reading, writing and Maths.	EEF research on: • phonics • improving literacy at KS1 • Small group support • Teaching Assistant interventions	Priority 2 – Phonics and Reading	£32,500.00
Sunflower (SEMH) support including: - Cookery classes - Art therapy - Lego therapy - Lego League - Mindfulness + resourcing and staffing for these therapies and sessions.	Following Covid-19, this is a key principle of the DfE / Government's agenda for supporting children. EEF: • Behaviour interventions • Small group support • Teaching Assistant interventions Nurture UK: • https://www.nurtureuk.org/research-evidence	Priority 5 – SEMH	£15,000.00
Undertake PIRA & PUMA standardised assessments with clear national comparison to support accurate assessment and analysis of gaps.	Rising Stars: https://www.risingstars-uk.com/impactinschools	Priority 2 – Phonics and Reading Priority 3 – Writing and Maths	£4,000.00

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. Develop greater communication between staff and parents through different strategies shared on Tapestry and social media outlets.	SEND Code of Practice – graduated approach. Research Gate: • Colourful semantics: a clinical review	Priority 1 – Communication	£1,000
Develop library timetable so that children have greater free access to books. Establish regular book fairs and adult phonics workshops to develop community literacy.	OU: • 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.	Nurture UK whole school programme. NCES: • Extra-curricular and enrichment activities Frontiers in Psychology: • Systematic review of intergenerational programmes	Priority 4 – Attendance	£600

Offer enrichment opportunities to support children's access of the whole curriculum. Funding to pay for trips/events and music subsidies.	EEF: • [Extra-curricular and enrichment activities](#)	Priority 6 – Enrichment	£8,000
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	EEF: • [Arts participation](#)	Priority 6 – Enrichment	£8,500

Total budgeted cost: £168,100

Remaining funds will be used on the National Tutoring Programme.

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 2021 to 2022 academic year.

Aim	Outcome
Reduce gap between PP and non-PP students in core subjects. Achieve the national average for children with PP.	Outcomes for all pupils have improved with increases seen in both the pupil premium and non-pupil premium groups. There is still an attainment gap between PP and non-PP pupils and support to ensure this gap is closed remains a focus for the school. In 2022, in Year 6 44.4% of children with PP achieved the national average in reading, 22.22% achieved this in writing and 22.22% in maths.
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.	Clear evidence through Language Link data that children are closing the gap in communication with fewer children being assessed as 'red' or 'blue' in September 2022 compared with September 2021. Children, other than those in receipt of an EHCP or with significant and complex additional needs, are able to effectively communicate with adults and peers.
Achieve a phonics screening check outcome that is moving towards national.	23 children (46%) of children in Year 1 achieved the standard for the phonics screen; nationally 76% of children achieved this standard. In Year 2 86% of children achieve the phonics standards nationally, at Kingsfield 23 children (38%) achieved this standard.
Improve attendance of disadvantaged pupils to be above 95%; persistent absence falls by 10%.	Attendance of disadvantaged children has increased from 89% to 90.65%; the gap between PP children and non-PP children has reduced. Whole school attendance has increased from 90.03% to 92.04%. Attendance continues to be a significant area for development for the school.

Externally provided programmes

Programme	Provider
Charanga – music	Charanga
TT Rockstars – timestables	Maths Circle Ltd.
Provision map – SEND	Edukey
PiXL – assessment and interventions	PiXL
MyConcern – safeguarding	The Safeguarding Company
OTrack – assessment	Juniper Education
PiRA & PUMA Assessments	Rising Stars