



## Pupil Premium Strategy Review of 2022-23

### 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 the effect that last year's spending of pupil premium had within our school.

### School overview

<b>Metric</b>	<b>Data</b>
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 <b>for 121 chn</b>	£167,585
Recovery premium funding allocation this academic year <b>for 121 chn</b>	£17,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<i>Service pupil premium funding allocation this academic year</i>	£0
<b>Total budget for this academic year</b> 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 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 2022 to 2023 academic year.

Aim	Outcome
<p>CPD on:</p> <ul style="list-style-type: none"> <li>• Developing oracy within the classroom</li> <li>• Implementing talk through stories (English Hub)</li> <li>• Vocabulary rich environments (English Hub)</li> <li>• Elklan approaches</li> </ul> <p>Language Link Interventions &amp; a designated SALT TA to target intervention.</p>	<p>Storytelling sessions were a great success and involved a number of families in Nursery and Reception. The English Hub undertook two reviews and we acted upon all actions promptly and effectively. Phonics data improved from 43% to 72% in one year.</p> <p>Elklan trained staff continued to roll out key strategies for all staff.</p> <p>Language Link was undertaken and all children identified had their support package. This intervention has reached its limit of effectiveness within the school so we will be looking to introduce NELI instead as it is backed by research.</p>
<p>CPD on:</p> <ul style="list-style-type: none"> <li>• Phonics in general (English Hub)</li> <li>• Floppy's Phonics</li> <li>• Getting ready for Year 1 – reading and phonics (English Hub)</li> <li>• Effective phonics interventions (English Hub)</li> </ul> <p>Purchase a greater number of teaching resources from Floppy's Phonics to support early reading and phonics.</p>	<p>As above and...</p> <p>Phonics interventions redesigned and implemented throughout Key Stage 1. These have been reviewed by internal and external agencies to check quality.</p> <p>Significant spend on phonics resources has meant that the structure of releasing books to children is much more comprehensive and linked to the sounds being taught each week.</p> <p>Fortnightly training by the Phonics Champion took place throughout the year for all staff teaching phonics and early reading.</p>

<p>CPD on:</p> <ul style="list-style-type: none"> <li>• Effective planning and teaching of English units of work</li> </ul> <p>Effective planning and teaching of Maths units of work</p>	<p>Training has taken place on these areas, supported by LA advisory team. The CPD has been monitored and then evaluated with changes being made accordingly.</p> <p>Writing continues to be a concern and we have actively engaged with the Priority Area to focus on our writing standards for the forthcoming year.</p>
<p>CPD on:</p> <ul style="list-style-type: none"> <li>• Our attendance policy and the importance of good attendance.</li> <li>• Undertaking an audit of attendance within your school (LA).</li> </ul> <p>Hosting Parent Contract Meetings (LA).</p>	<p>Attendance has been roughly in line with national throughout the year. We have held regular PCMs and tackled punctuality. Children's PA has been analysed regularly alongside 'broken weeks'. The policy has been implemented rapidly by the new Attendance Lead.</p>
<p>CPD on:</p> <ul style="list-style-type: none"> <li>• Using the Resilience Framework.</li> <li>• Understanding and planning for children's SEMH needs.</li> <li>• Teaching SEL skills explicitly.</li> <li>• Zones of Regulation.</li> <li>• STEP ON.</li> <li>• Nurture principles</li> </ul>	<p>All elements of the CPD have been delivered and evaluated. The provision for children is constantly improving and, as a result, we are now able to move away from some of the strategies.</p>
<p>Interventions and 1:1 mentoring to be led by a specialist teacher. Children to be identified through diagnostic assessments.</p>	
<p>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.</p>	<p>ELSAs continue to be given ongoing supervisions and they have worked with a number of children to support their emotional needs. They have had afternoons allocated to offering this support.</p>
<p>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.</p>	<p>Alternative provisions (internally run) have been reviewed to ensure they are offering the breadth and depth of curriculum entitlement. This has meant that they have been streamlined to ensure the provision is appropriate and going to support rapid catch up.</p>

<p>Additional small group TA support for children in class to improve reading, writing and Maths.</p>	<p>TAs have now been allocated to classrooms (and 1:1 in some cases) to support the growing SEND numbers of children within the school. Where possible, TAs have led group and 1:1 interventions to improve basic skills.</p>
<p>Sunflower (SEMH) support including: Cookery classes, Art therapy, Lego therapy, Mindfulness, resourcing and staffing for these therapies and sessions.</p>	<p>Sunflower support has had direct influence on 12 children who have accessed personalised support. This has prevented at least 3 PEXs. All the therapies have been implemented successfully.</p>
<p>Undertake PIRA &amp; PUMA standardised assessments with clear national comparison to support accurate assessment and analysis of gaps.</p>	<p>These were introduced but we found the data to be unreliable and not as effective as needed. We have reverted back to PiXL.</p>
<p>Colourful Semantics is embedded across the school to support access to whole curriculum.</p> <p>Develop greater communication between staff and parents through different strategies shared on Tapestry and social media outlets.</p>	<p>This is now embedded and is visible in all classrooms. The children working in intervention groups have been explicitly taught how to use Colourful Semantics and this then transfers to lessons. Monitoring has shown that this has supported a significant number of children across the year groups to be able to formulate sentences.</p> <p>Facebook group has been established. PTFA has been reinvigorated and this is supporting the wider community role that wish to have. Twitter and ParentMail continue to be effective forms of communication.</p>
<p>Develop library timetable so that children have greater free access to books.</p> <p>Establish regular book fairs and adult phonics workshops to develop community literacy.</p>	<p>Library has been relocated. OU book lists have been purchased. Book fairs and second hand book sales occurred throughout the year. Adult sessions offered for phonics etc. but very low take up.</p>
<p>Build community links through Barnardos and Age UK to support families.</p>	<p>We have built a strong relationship with Age UK within Chatteris and undertaken a range of charitable events with them. We have also worked with a vast number of other charities that children have chosen as part of the School Parliament roles.</p>
<p>Offer enrichment opportunities to support children's access of the whole curriculum. Funding to pay for trips/events and music subsidies.</p>	<p>We have supported nearly all trips this year as we are aware of the cost of living crisis and the impact on families.</p>

Access to art events and trips to national.	Trips and enrichment calendar reviewed and fully implemented.
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### 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