**Pupil premium strategy statement**

**Kingsway Community Primary School**

This statement details our school’s use of pupil premium (and recovery premium for the

2024 to 2025 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

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| **Detail** | **Data** |
| School name | Kingsway Community Primary School |
| Number of pupils in school | 200 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2022-2023, 2023-2024 and 2024-2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Helen Rufus |
| Pupil premium lead | Lorna Connelly |
| Governor / Trustee lead | Helen Rufus |

# Funding overview 2023/2024

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £121,455 |
| Recovery premium funding allocation this academic year | £10,180 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  *\*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.* | £0 |
| **Total budget for this academic year** | £131,635 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.  Our decisions on how best to use the ‘Pupil Premium’ are based on the findings of high-quality research and publications such as the EEF Pupil Premium Guide. These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding.  Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set. * act early to intervene at the point need is identified. * adopt a whole school approach in which all staff take responsibility for disadvantaged   pupils’ outcomes and raise expectations of what they can achieve.    **We believe that:**   * All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides * Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups. |
| * Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough. * Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress. * Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children * Our Pupil Premium funding should be spent according to ‘best value principles’ and related to activities which research suggests will make the very best use of the finances available * Whilst there are some ‘quick wins’, there is a need to also take a ‘long term view’ to stop achievement gaps from widening. Some our long-term objectives will take more than an academic year to come to fruition.   This report will outline how the Pupil Premium Funding will be used following a 3-tiered approach:   * + High quality teaching   + Targeted academic support   + Wider Strategies. |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | **Poor language and communication skills**   * Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills * Assessments, observations, and discussions with pupils indicate vocabulary gaps among many pupils.     These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | **Reading**  Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | **Maths**  Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  MTC outcomes 23-24 were the lowest in the Trust for 'all pupils'. |
| 4 | Social deprivation impacting on children’s ability to learn |
| 5 | Children’s vulnerability due to a range of external factors i.e., parental separation, mental health, alcohol, financial and drug misuse |
| 6 | **Parental engagement in support for learning**  • Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged 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.

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| **Intended outcome** | **Success criteria** | |
| Improved levels of phonics, oral language skills and vocabulary among disadvantaged pupils. | * All PP pupils meet the phonics screening expectations. * Pupils’ reading and fluency skills will improve due to increased phonological knowledge. * Children at risk of not achieving expected level in Communication and Language will complete NELI. * Pupils spoken vocabulary will be enhanced through the implementation of star words in all subjects. * Tier 3 vocabulary will be displayed in all classrooms and referred to throughout lessons. | |
| All PP pupils make good progress due to bespoke packages of targeted support. | * Increased % of PP pupils working at ARE in reading, writing and maths in line with national expectations. * Pupils with significant welfare issues are making good progress from their starting points. * PP pupils achieve at least as well as non-PP. | |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * All pupils are motivated to learn and attend school 96% over the academic year.   Sustained high attendance by 2024/2025 demonstrated by:   * the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. * the percentage of all pupils including disadvantaged, who are persistently absent being below 15%. | |
| All pupils have access to experiences that enhance the curriculum. | * PP children have access to a range of experiences to enable them to participate in all learning opportunities. * All children have opportunities to take part in extracurricular activities. | |
|  | • | All PP have the opportunity to attend residentials. |
| Improved reading attainment among disadvantaged pupils. | • | KS2 reading outcomes in 2024/25 show that 59% of disadvantaged pupils met the expected standard. |
|  | • | KS1 reading outcomes in 2024/25 show that 79% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | • | KS2 maths outcomes in 2024/25 show that 35% of disadvantaged pupils met the expected standard. |
|  | • | KS1 maths outcomes in 2024/25 show that 86% of disadvantaged pupils met the expected standard. |
| Improved attainment in MTC for disadvantaged pupils at the end of Year 4. | * Year 4 MTC outcomes in 2024/2025 are in line with national. | |

## 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: £ 48,820

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Vulnerable learners receive verbal feedback in every lesson from teachers and LSA’s to address  misconceptions and move learning forward rapidly. | EEF Feedback to improve pupil learning | 5 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  [| Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1  2 |
| Staff and external providers will deliver workshops to parents that enable them to support their children’s learning. | EEF parental engagement  EEF Working with parents to support children’s learning | 7 |
| Daily pre and post teaching enables PP pupils to obtain knowledge and consolidation of core subjects | EEF Guidance reports and toolkits | 2  3 |
| Retrieval practice is implemented and embedded across the | EEF Teaching and Learning Toolkit | 2  3 |
| whole curriculum to improve children’s application skills and their  ability to transfer their knowledge to new concepts and new situations. | How to use Retrieval Practice to improve  learning - *retrievalpractise.org*  Effective Retrieval Practice: What should we consider? – *Research Schools Network* | 4 |
| Adaptive teaching is responsive to information about learning through effective AFL from both the class teacher and LSA resulting in teaching being adjusted to better match pupils need. | DfE- Early Career Framework  EEF Teaching and Learning Toolkit EEF Moving from ‘differentiation’ to  ‘adaptive teaching’ | 2  3  4 |

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

Budgeted cost: £ 41,320

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Provide intervention groups for MA to ensure they make at least expected progress at the EoKS1 and EoKS2 | EEF Guidance reports and toolkits  EEF parental engagement  EEF Working with parents to support children’s learning | 2  3 |
| Intervention groups are effective and targeted for KS1 phonics.    Consolidation time for practice and application of phonics skills. | DfE Reading framework  EEF Early Years Toolkit  Teaching phonics: information for schools  DfE  EEF Phonics  EEF Improving Literacy at KS1    Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Additional phonics sessions led by the Phonics Champion targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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 | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Early intervention of | EEF Early Years Toolkit  Nuffield Early Language Intervention (NELI) | 1 |
| children with SAL which will aid improvements in progress. |  |  |
| Established good practice for pupils learning EAL is largely good practice for all pupils. Teachers should explicitly model language structures and patterns. Children who are learning EAL will learn more quickly alongside fluent users of English who can provide good language and learning role models. | EEF EAL as an additional language    The benefits of integrating students who use EAL into mainstream lessons by The Bell Foundation |  |
| Daily reading with a focus on comprehension. | DfE Reading framework July 2023  EEF Improving Literacy at KS1  EEF Improving Literacy at KS2  EEF parental engagement  EEF Working with parents to support children’s learning | 1  2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Mastery resources and CPD. | 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  [(publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | 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: [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) And in small groups:  [Small group tuition | Toolkit Strand |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  EEF Making Best Use of Teaching  Assistants  EEF Maximising the Impact of Teaching Assistants | 1  2  3 |

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

Budgeted cost: £ 41,495

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Provide extra in-class support for children with behaviour and/or emotional needs | EEF behaviour interventions  EEF improving social and emotional learning in schools  EEF improving behaviour in schools  EEF Making Best Use of Teaching  Assistants  EEF Maximising the Impact of Teaching Assistants | 4  6 |
| Develop a range of sports clubs for ALL children to access during and after school. | The EEF Guide to the Pupil Premium EEF Physical activity | 4  6 |
| Subsidise after school sports coaching for PP children. | EEF Physical activity | 2  4 |
| Provide a range of opportunities for PP children both residential and non-residential. | The EEF Guide to the Pupil Premium | 4  6 |
| To ensure targeted PP children attend a range of clubs to boost their learning opportunities. | EEF Physical activity | 4  6 |
| PP children to have help with swimming costs. | EEF Physical activity  The EEF Guide to the Pupil Premium | 4  6 |
| Increased attendance rates of our PP pupils. | Research project from EEF on attendance interventions for school-aged pupils  DfE Guidance - Working together to improve school attendance  EEF parental engagement  EEF Working with parents to support children’s learning  Children’s Commissioner ‘Attendance is everyone’s business’ | 4  6 |
| Rapid response to first day absence. | Research project from EEF on attendance interventions for school-aged pupils  DfE Guidance - Working together to improve school attendance  Children’s Commissioner ‘Attendance is everyone’s business’ EEF parental engagement  EEF Working with parents to support children’s learning | 5  7 |
| Attendance Lead supports attendance with first day calling, home visits, regular meetings, liaising with  EWO and FSW. | DfE Guidance - Working together to improve school attendance  EEF parental engagement  EEF Working with parents to support children’s learning | 5  7 |
| Embedding principles of good practice set out in the DfE’s Working together to improve school attendance  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5  7 |
| To maximise pupils’ learning time by improving attendance and punctuality (reduce rates of persistent absence so it is broadly in-line with National). | DfE Guidance - Working together to improve school attendance  EEF parental engagement  EEF Working with parents to support children’s learning | 5  7 |
| To respond to the specific emerging financial needs of children across the school. | DfE Guidance - Working together to improve school attendance | 4  5 |
| To offer Breakfast Club for all children to ensure that they have a good breakfast and are in the correct mindset for learning. | DfE Evaluation of Breakfast Clubs in  Schools with High Levels of Deprivation  Research Report | 4  5 |

**Total budgeted cost: £ 131,635**

# 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 2023 to 2024 academic year.

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| Current attainment   |  |  |  | | --- | --- | --- | |  | **Pupils eligible for PP** | **Non-PP** | | **% Passing Year 1 Phonics screening** | 67% | 68% | | **% Passing Year 2 Phonics Screening (re-take)** | 0% | 12% | | **% achieving RWM KS1** | 30% | 71% | | **% achieving ARE in Reading KS1** | 40% | 76% | | **% achieving ARE in Writing KS1** | 33% | 76% | | **% achieving ARE in Maths KS1** | 60% | 76% | | **% achieving RWM KS2 (Exp)** | 43% | 40% | | **% achieving ARE in Reading KS2 (Exp)** | 41% | 73% | | **% achieving ARE in Writing KS2 (Exp)** | 53% | 87% | | **% achieving ARE in Maths KS2 (Exp)** | 47% | 93% | | | | | |
|  | **Intended outcome** | **Success criteria** | |  |
| Improve levels of phonics and oracy to be in-line with ARE | * All PP pupils meet the phonics screening expectations * Pupils’ reading skills will improve due to increased phonological knowledge * Children at risk of not achieving expected level in Communication and Language will complete NELI * Pupils spoken vocabulary will be enhanced | |
| All PP pupils make good progress due to bespoke packages of targeted support. | * Increased % of PP pupils working at ARE in reading, writing and maths in line with national expectations. * Pupils with significant welfare issues are making good progress from their starting points. * PP pupils achieve at least as well as non-PP | |
|  | Increased attendance of PP pupils | • | PP pupils are motivated to learn and attend school 96% over the academic year. |  |
| All pupils have access to experiences that enhance the curriculum. | • | PP children have access to a range of experiences to enable them to participate in all learning opportunities. |
|  |  | • | All children have opportunities to take part in extracurricular activities. |  |
|  |  | • | All PP have the opportunity to attend residentials. |  |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| **Programme** | **Provider** |
| Study bugs |  |
| Cornerstones Maestro | Cornerstones |
| Mathematics Mastery | Ark curriculum Plus |
| Power of Reading | CLPE |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |