

Pupil premium strategy statement for Kingswood Primary School

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
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	13.12.22
Date on which it will be reviewed	13.12.23
Statement authorised by	Governing body
Pupil premium lead	Wendy Collins
Governor / Trustee lead	Keith Geary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,440
Recovery premium funding allocation this academic year	£ 3,263
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>	£ 23,375
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>	£ 47, 078

Part A: Pupil premium strategy plan

Statement of intent

At Kingswood School, 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.

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. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will use precise assessment to understand the needs of our pupils. Our 'plan, do, review' approach to individual support and intervention will be responsive to common challenges and individual needs.

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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This has a negative impact on their development as readers.
2	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families indicate that the wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.
4	36% of disadvantaged pupils have had absence below 95% during this academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Discussions with our disadvantaged pupils indicate that they do not have the same access to enrichment activities (music lessons, swimming lessons, visits) as their peers.

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
Improved reading attainment among disadvantaged pupils.	At least 50% disadvantaged pupils achieve ARE in reading.
Improved maths attainment for disadvantaged pupils.	At least 50% disadvantaged pupils achieve ARE in maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations.
To improve attendance levels for all children, but significantly for disadvantaged pupils.	All disadvantaged pupils to achieve a minimum of 90% attendance at the end of the year.
To ensure that all pupils have access to wider- curriculum activities in and out of school.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of additional part-time teacher.	High quality teaching in small, year group specific classes for core subjects will enable progress and support greater attainment. <i>The EEF's 'Effective Professional Development' guidance report.</i>	1, 2
Development of an ambitious, broad curriculum for all pupils.	CPD and staff subject leader development in deepening and enriching subject knowledge. <i>The EEF's guidance reports offer practical, evidence-based advice to</i>	1,2

	<i>schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.</i>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of an additional learning partner.	Learning partner supplementing high-quality teaching provision both in the classroom, and in intervention groups. <i>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</i> <i>The EEF Toolkit has a strand on teaching assistant interventions.</i>	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. <i>Phonics Toolkit Strand EEF.</i>	1,2
Additional maths sessions targeted at disadvantaged pupils who require further support.	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils on a one-to-one or small group basis.	1.2

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a school counsellor/ wellbeing lead.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools	3,4

	<p>may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p><i>Supporting resources:</i> • <i>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</i></p>	
<p>ELSA (Emotional literacy Support Assistant) to work with targeted groups of pupils in 1 to 1 sessions.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>	3,4
<p>Access to extra-curricular activities.</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p><i>Supporting resources:</i> • <i>The EEF Toolkit has a strand on arts participation.</i></p>	5

Total budgeted cost: £ 47,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Teaching</p> <p>Additional teaching assistant for Y5/6 class was able to provide additional in-class support and targeted group and individual interventions. End of KS2 outcomes were in line with national expectations.</p> <p>Targeted Academic Support</p> <p>ELSA programme enabled a number of children to regulate their emotions and access the curriculum more effectively across the year.</p> <p>Wider Strategies</p> <p>Disadvantaged pupils were able to access music lessons, swimming lessons and the residential Y5/6 trip.</p> <p>All children in Y3/4 class were able to attend chess sessions.</p>

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