

# Pupil premium strategy statement Autumn 2023

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The King's CE Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 to 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Adrian Corke Headteacher
Pupil Premium Lead	Ms K Verge Deputy Headteacher
Governor / Trustee lead	Ms T Sesay

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34280
Recovery premium funding allocation this academic year	£2004
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£36284

# Part A: Pupil premium strategy plan

## Statement of intent

The ultimate objective of this plan is to ensure that children who have encountered disadvantage are not left disadvantaged.

Evidence shows that improving quality first teaching for pupils with additional needs, improves learning for every pupil. This is our school wide approach.

Targeted support will take the form of interventions within the classroom and additional to classroom learning. The aim is to specifically identify pupils' needs and provide opportunities for pupils to close the disadvantage gap. Sometimes needs will be current barriers to learning, and the aim will be to implement strategies to remove the barriers and accelerate learning.

High attendance levels give pupils the best chances at improving their learning skills, hence our need to raise attendance levels for some PP pupils.

Additionally, wider opportunities are offered for pupils to access a range of clubs and educational visits funded through the Pupil Premium Grant. This supports self-esteem, well-being and access to activities that support pupils' interests.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments and observations show underachievement of PP pupils in some year groups particularly with maths and writing.
2	Our attendance data shows that a small percentage of disadvantaged pupils have attendance below 90% with 25% at below 95% which is lower than our school average attendance.
3	Teachers have noticed through conversations with children and parents that some children do not have as much support in the home environment as some of their peers.
4	FSM Pupils having limited access to wider opportunities such as extra-curricular clubs and educational visits.
5	Some children experience social and emotional issues following lockdowns during the pandemic. These challenge particularly affect disadvantaged pupils including their attainment.

## 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
PP pupils make at least the expected progress and attain at least the Age Related Expectation.	<ul style="list-style-type: none"> <li>• Targeted interventions take place in class where possible, inside class with the class teacher and outside of class if necessary</li> <li>• SMART targets are set for pupils to know what they need to achieve with support of the SENDCo.</li> <li>• Range of strategies used by staff to specifically target needs of pupils.</li> <li>• Learning walks show evidence from Quality First Teaching training for all staff (twilight CPD for teachers and in school sessions for TAs – weekly)</li> <li>• Learning planned high expectations with scaffolds provided to support.</li> <li>• Learning walks show ‘I do, we do, you do’ to support all learners.</li> <li>• Assessment and screening when learning needs are suspected.</li> </ul>
Every PP pupil has at least 95% attendance to enable them to access quality learning regularly.	<ul style="list-style-type: none"> <li>• Relationships are built with families to support better attendance.</li> <li>• Tiered system of letters to support meeting attendance targets and meetings with Headteacher if no improvement.</li> <li>• Work with EWO to support families and consider a range of strategies to support more regular attendance</li> <li>• Offer of Breakfast Club place to pupils with poor /late attendance.</li> </ul>
PP attend at least one extra-curricular club a year and all educational trips/workshops	<ul style="list-style-type: none"> <li>• PP children take up the offer of £150 towards extra-curricular clubs</li> <li>• PP children attend educational visits and residential trips funded by the grant.</li> </ul>
PP pupils and families are supported with their wellbeing	<ul style="list-style-type: none"> <li>• Mental Health First Aiders available in school (posters of staff to contact around the school).</li> <li>• Mental Health Team MHST run parent workshops to support parents.</li> <li>• EP runs staff training and parent workshops</li> <li>• School working to achieve Attachment Aware silver award (already have bronze). Attunement training for all staff from EP. Nurture and sensory rooms set</li> </ul>

	up in school to be used with an adult at lunchtime or to reregulate during learning time.
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## 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: £ 21,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Project. Ongoing training for all staff.	Rosenshine's Principles in Action EEF Teaching and Learning Toolkit. SPARKed projects through AfC (Local Authority) <a href="https://padlet.com/cpotter16314/pupil-premium-padlet-kcq818isjiedy9cm/wish/2329087280">https://padlet.com/cpotter16314/pupil-premium-padlet-kcq818isjiedy9cm/wish/2329087280</a> Motivating teachers, providing effective professional development and managing workload to retain great teachers.	1
Time for teachers and teaching assistants to carry out diagnostic assessments for reading and learning difficulties.	Standardised tests can provide reliable insight into the gaps in learning to enable the correct support interventions <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>  <a href="https://kr.afcinfo.org.uk/senco_zone/documents/1976-inclusion-charter-and-toolkit">https://kr.afcinfo.org.uk/senco_zone/documents/1976-inclusion-charter-and-toolkit</a>	1,3
Teaching assistants weekly training based on EEF	Weekly training in various SEND needs, scaffolding learning using the 'greater independence' prompt pyramid, <a href="file:///S:/CPD/INSET/TA%20TRAINING/TA%20TRAINING%202022/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-EEF.pdf">file:///S:/CPD/INSET/TA%20TRAINING/TA%20TRAINING%202022/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-EEF.pdf</a>	3
Mentoring and coaching ECTs in their second year.	EEF Pupil Premium Menu - evidence brief Members of SLT, experienced teachers mentor and coach our ECTs in all aspects of teaching including managing workload and support with planning and teaching and learning.	1

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

Budgeted cost: £ 7,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions delivered by skilled Teaching Assistants Training for TAs	EEF Making best use of teaching assistants <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535</a>	1
School led tutoring	Tuition targeted at specific needs and knowledge gaps can be effective to close the gaps. A significant proportion of the pupils that receive tutoring will be disadvantaged including those who are high attainers <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3
Pre teach concepts and additional reading with teaching assistants	Meet the specific needs of individuals and small groups. Use of Nesy, Reading Eggs and Maths Seeds for targeted catch up learning. <a href="file:///S:/INCLUSION/PUPIL%20PREMIUM/PUPIL%20PREMIUM%202022-2023/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf">file:///S:/INCLUSION/PUPIL%20PREMIUM/PUPIL%20PREMIUM%202022-2023/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf</a>	1, 3

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

Budgeted cost: £ 6950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to clubs £150 per FSM pupil	Used successfully for last few years to engage pupils in accessing additional opportunities they would not be able to access otherwise (increasing cultural capital)	4
Building relationships with families to increase attendance	Relationships and Communication <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	2

Whole staff training on managing challenging behaviour, developing school culture, improving behaviour across the school	<p>Targeted interventions and universal approaches can have positive effects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Attachment Aware silver Award led by school linked Educational Psychologist</p>	3
Social skills groups and sessions with ELSA	<p>Overwhelming evidence associating childhood social and emotional skills with academic performance and outcomes in later life.</p> <p>EEF social and emotional learning pdf</p>	5
Mental Health First Aid Lead training and first aiders	EEF social and emotional learning pdf	5
Mental Health Support Team (MHST)	Referrals made to the MHST to support individual pupils and their families, small groups of children and whole class support.	

**Total budgeted cost: £ 36284**

## 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.

We achieved the Attachment Aware Bronze Award which provided additional training for all staff on Emotion Coaching, Restorative Approach and Zones of Regulation. This gave a unified approach from all staff giving children the consistency to feel safe and supported by staff at school. Coffee mornings were delivered to parents sharing how they can use the approach at home, further developing the consistency and shared language between home and school.

New Chromebooks were purchased to use in computing lessons with additional devices for each class. Children with specific spelling or reading comprehension difficulties are registered with 'Nessy', a programme that supports learning and practising spelling and comprehension. Pupils access this in school and at home. Teachers report a positive impact on these skills which is reflected in class work and attainment data.

Reading- parent volunteers came in to school to read with children to support their reading fluency and comprehension. Parents had training in supporting readers and effective questioning. This has helped PP children with their confidence to read in class, their context knowledge when reading with other adults and developed their comprehension skills. Parent meetings were held to gain more parental support for children in KS2 with great success, meaning each year group has regular adult readers.

National Tutoring Programme saw 58 pupils receiving between 5 and 6 hours each of additional tutoring aimed at specific gaps in their writing, phonics and maths knowledge and skills. Our 3 teaching assistants, who attended the National Tutoring training, reported that all pupils met targets with some exceeding, of this number of pupils, 12 were PP.

Year 2 and 3 ran interventions for handwriting. There was a significant improvement in handwriting contributing to the percentage of children reaching age related expectations in writing.

Quality First Teaching has improved. Across the school, staff are using clearer forms of modelling writing. The impact of this has been:

- EYFS: 83% achieved the Expected Standard in their Early Learning Goal of Writing.
- Y2: 80% achieved Expected or Greater Depth in Writing
- Y6: 93% achieved the Expected or Greater Depth in Writing.

Teaching interventions run by experienced teaching assistants in Year 2 through all three terms focused on handwriting, phonics/spelling and maths. 80% of the cohort reached age related expectations in writing, 85% reading and 78% maths.

Continued professional development on Quality First Teaching was provided for all teachers, continuing on from a Local Authority run project through Achieving for Children (AFC) using Rosenshine's Principles. This year most teachers focused on review to support pupils to build on previous learning and remember more. Writing and Maths Leads were released from class to support teachers with planning. The Local Authority English Advisor worked with two year groups to support planning and teaching. The impact of this has been to raise the standard of curriculum planning, increase reflective practice across

the school and improve outcomes 100% of PP in Year 6 achieved the Year 6 standard at the end of KS2.

The continued focus on teachers modelling writing in lessons and a clearly planned writing journey with the use of the James Durran model for pupil initiated success criteria (supported by teacher model), has improved writing outcomes across the school with Y1 81%, Y3 79%. Y4 69%, Y5 61% achieving the expected standard or higher.

Investing in improving the CPD for Teaching Assistants has enabled improved pupil support. A focus on developing TA Champions in different areas including phonics, anxiety, ASC and Makaton for example, with each of them leading CPD and sharing good practice has improved their confidence and thus support of pupils with additional needs. This was particularly evident with the Y6 attaining 93% in writing, 85% in maths and 84% in reading in KS2 SATS 2023.

Clubs accessed by pupils, funded through PPG: 28 pupils accessed clubs from the FSM grant. Children accessed a variety of clubs including football, chess, science, techno kids, drama, Spanish and craft.

**Impact of pupils accessing the clubs:** increased opportunities that would not have been available to them otherwise. Parents commented that their children would not have been able to access clubs without this funding and the funding enabled their child to attend a club alongside their peers.

## Externally provided programmes

Programme	Provider
N/A	

## Service pupil premium funding (optional)

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

**Further information (optional)**

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