

Pupil premium strategy statement Autumn 2024

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	7.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 to 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Karen Verge Headteacher
Pupil Premium Lead	Ms T Sesay Assistant Headteacher
Governor / Trustee lead	Larissa Sutton & Janine Farrance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54760
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£54760

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. We believe that all stakeholders should work together to achieve the best outcomes for our most disadvantaged and we pride ourselves in working closely with the community, particularly those who can be labelled as 'hard to reach'.

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	Attendance. Although the difference between disadvantaged children and non-attendance is narrow and better than national and local, attendance data show that there are certain vulnerable children who have persistent absences. This is already improving but needs careful monitoring and support.
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	Additional Needs. Some children in receipt of pupil premium grant also have special educational needs and English as an additional language; these multiple needs make it more challenging for a child to reach their age-related expectations.

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"> • Targeted interventions take place in class where possible, inside class with the class teacher and outside of class if necessary. • SMART targets are set for pupils to know what they need to achieve with support of the SENDCo. • Range of strategies used by staff to specifically target needs of pupils. • Learning walks show evidence from Quality First Teaching training for all staff (twilight CPD for teachers and in school sessions for TAs – weekly) • Learning planned high expectations with scaffolds provided to support. • Checking for understanding • Learning walks show ‘I do, we do, you do’ to support all learners. • Assessment and screening when learning needs are suspected. • CPD sessions on assessment across the curriculum. • Pupil progress meetings to enable teachers to track and monitor PPG children more closely.
Every PP pupil has at least 95% attendance to enable them to access quality learning regularly.	<ul style="list-style-type: none"> • Relationships are built with families to support better attendance. • Tiered system of letters to support meeting attendance targets and meetings with Headteacher if no improvement. • Work with EWO to support families and consider a range of strategies to support more regular attendance • Offer of Breakfast Club place to pupils with poor /late attendance.

	<ul style="list-style-type: none"> Investigating DfE Breakfast Clubs early adoption scheme to provide free places for all children.
PP attend at least one extra-curricular club a year and all educational trips/workshops	<ul style="list-style-type: none"> PP children take up the offer of £150 towards extra-curricular clubs PP children attend educational visits and residential trips funded by the grant.
PP pupils and families are supported with their wellbeing	<ul style="list-style-type: none"> Mental Health First Aiders available in school (posters of staff to contact around the school). Mental Health Team MHST run parent workshops to support parents. EP runs staff training and parent workshops Inclusion classroom which signpost parents to workshops and useful link/resources. School working to achieve Attachment Aware Gold award (already have bronze & silver). Attunement training for all staff from EP. Warm room and sensory rooms set up in school to be used with an adult at lunchtime or to reregulate during learning time. Executive functioning project to support children with self-control, planning ahead, staying focused despite disruptions. School undertaking Right Respecting Bronze Award this year.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate improvement oral language among disadvantaged students. This is evident when triangulated with other resources of evidence including engagement in lessons, books scrutiny and ongoing formative assessment. CPD and focus on teaching vocabulary across the curriculum. English Lead undertaking Oracy Project with the Local Authority.
Interventions (targeted and wider support) show an improvement in focus areas; QFT builds on this in class. Targeted interventions are planned so they don't narrow the curriculum; those in receipt of PPG receive a broad and balanced curriculum. Eg: morning interventions, so	<ul style="list-style-type: none"> Book looks show the same coverage for all groups. Greater adult support and encouragement through a mix of extension and support.

children don't miss learning and gaps get smaller.	<ul style="list-style-type: none"> • Intervention mapper keeps a log of costs and impact/ outcomes which are reviewed termly. • End of year data demonstrates the impact of interventions.
Parents of children in receipt of PPG attend school events (parents' evening, fair, open mornings, and class assemblies)	<ul style="list-style-type: none"> • PP parents attend key events such as parents' evening and open mornings, for example. Class teachers personally invite parents to events to enhance home school relationships (postcards, stickers, phone calls or face to face conversations).
Teacher's confidence and skills in supporting children with multiple learning challenges through Quality First Teaching strengthened and guided by research	<ul style="list-style-type: none"> • Participation in lessons. Conferencing. Books. Culture around the approach to Pupil Premium is Pupil Premium first. If we are supporting the most vulnerable, then we are doing a brilliant job for all in our care. Teacher expectations play a vital role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all 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: £ 30,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Project. Ongoing training for all staff.	<p>Rosenshine's Principles in Action EEF Teaching and Learning Toolkit. Oracy SPARKed project through AfC (Local Authority)</p> <p>https://padlet.com/cpotter16314/pupil-premium-padlet-kcg818isjiedy9cm/wish/2329087280</p> <p>Motivating teachers, providing effective professional development and managing workload to retain great teachers.</p>	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 Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF https://kr.afcinfo.org.uk/senco_zone/documents/1976-inclusion-charter-and-toolkit	1,3
Teaching assistants weekly training based on EEF	Weekly training in various SEND needs, scaffolding learning using the 'greater independence' prompt pyramid, file:///S:/CPD/INSET/TA%20TRAINING/TA%20TRAINING%202022/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-EEF.pdf	3
In school CPD for QFT for EAL children	Bell foundation demonstrates the link between proficiency in English and attainment. Key recommendation is to continue to assess pupils' level of language proficiency and tailor teaching strategies appropriately. https://www.bell-foundation.org.uk/app/uploads/2020/02/University-of-Oxford-Report-Feb-2020-web.pdf?_gl=1*yf1uva*_ga*MTkyMTkxMjEzNS4xNjcwNTA5MTg1*_up*MQ..	1
Purchase of a new <u>DfE validated Systematic Synthetic Phonics programme</u> Little Wandle to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £ 10,984

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 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535 Menu of Interventions developed from EHCP targets initially and moving to wider the cohort. Educational Psychologist CPD for leaders on interventions and planning.	1

		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. file:///S:/INCLUSION/PUPIL%20PREMIUM/PUPIL%20PREMIUM%202022-2023/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf	1, 3

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

Budgeted cost: £ 13,426

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 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2
Whole staff training on managing challenging behaviour, developing school culture, improving behaviour across the school	Targeted interventions and universal approaches can have positive effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Attachment Aware Gold Award led by school linked Educational Psychologist	3
Social skills groups and sessions with ELSA	Overwhelming evidence associating childhood social and emotional skills with academic performance and outcomes in later life. EEF social and emotional learning pdf	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: £ 54,760

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.

We achieved the Attachment Aware Silver 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 into 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.

Phonics intervention ran for year 2 children including 2 PP students who didn't pass the phonics screening in year 1. This successful intervention meant that the 2 PP students who retook the phonics screening passed.

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: 87% achieved the Expected Standard in their Early Learning Goal of Writing.
- Y1: 92% passed the phonics screening.
- Y6: 89% 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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