

Pupil premium strategy statement

(Please see review and impact analysis in green)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Kingsham Primary School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2022/2023
Date this statement was published	17 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lee Dallinger, Headteacher
Pupil premium lead	Lee Dallinger, Headteacher
Governor / Trustee lead	Bill Webber, Governor Suzanna Troy, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123 945 £ 125 094
Recovery premium funding allocation this academic year	£ 21 437.50 £ 22 895.50 (Recovery Premium + School-led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>Recovery Premium carried over from previous year.</i>	£ 24 166

Total budget for this academic year	£ 169 548.50
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 172 155.50

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to diminish the attainment gap between disadvantaged pupils and their peers, whilst raising attainment for all pupils. Consideration will be given to those who are vulnerable; such as those with social workers and young carers.

The activities outlined in this statement are intended to support pupils' needs, regardless of whether they are disadvantaged or not. These strategies will benefit all pupils in school as they have been proven to be effective in having the greatest impact on supporting pupil development.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for those pupils whose education has been more significantly affected, including disadvantaged pupils.

Our key principles within the strategy are to:

- Ensure quality first teaching for all our pupils
- Provide an ambitious curriculum which revisits and builds upon key threshold concepts and which cherishes reading at the heart
- Support pupils to become resilient, respectful, co-operative and aspirational citizens, with good school attendance
- To diminish the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers

Our Year 6 Summer 2022 results were the strongest the school has ever had:

Subject	% of pupils achieving expected standard	% of children achieving greater depth
Reading	63% (50%)	30% (14%)
Writing	60% (29%)	13% (7%)
Mathematics	65% (50%)	20% (7%)
EGPS	68% (43%)	23% (7%)
RWM Combined	45% (29%)	10% (0%)

***Figures in brackets are for children in receipt of Pupil Premium.**

In 2019

44% of pupils achieved EXS+ in Reading – 38% of disadvantaged pupils.

18% of pupils achieved GDS in Reading – 8% of disadvantaged pupils.

65% of pupils achieved EXS+ in Writing – 62% of disadvantaged pupils.

12% of pupils achieved GDS in Writing – 8% of disadvantaged pupils.

50% of pupils achieved EXS+ in Maths – 38% of disadvantaged pupils.

3% of pupils achieved GDS in Maths – 0% of disadvantaged pupils.

While clear progress has been made on 2019 data, work still remains to accelerate the progress of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge																																
1	Some disadvantaged children are struggling to adapt their learning behaviour to a classroom environment. They need targeted emotional support to ensure they can reach their potential, avoid missing any more time in school and reduce suspensions across the school.																																
2	<p>The attainment gap between disadvantage and non-disadvantaged pupils has widened as a result of COVID-19, and assessment data shows that the overall attainment of pupils has dropped.</p> <p>Some of the children in Key Stage 1 have had two interrupted years of learning as a result of COVID-19, which has affected the entire cohort but disproportionately our disadvantaged children.</p> <p>As an example, the attainment gap in Year 2 and 6 as at end of Autumn Term 2021 is detailed below. Figures show those on track for EXS or above:</p> <table border="1"> <thead> <tr> <th><u>Year 2</u></th> <th>All</th> <th>Non-disadvantaged</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>46%</td> <td>10%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>58%</td> <td>30%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><u>Year 6</u></th> <th>All</th> <th>Non-disadvantaged</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63%</td> <td>75%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>63%</td> <td>21%</td> </tr> <tr> <td>Maths</td> <td>74%</td> <td>79%</td> <td>64%</td> </tr> </tbody> </table>	<u>Year 2</u>	All	Non-disadvantaged	Disadvantaged	Reading	41%	50%	20%	Writing	35%	46%	10%	Maths	50%	58%	30%	<u>Year 6</u>	All	Non-disadvantaged	Disadvantaged	Reading	63%	75%	43%	Writing	47%	63%	21%	Maths	74%	79%	64%
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3	Multiple complex barriers exist for some of our children. These include SEND (pupils have a learning difficulty or disability), vulnerable (involvement from a social worker or on the edge of, adopted or recently adopted, temporary housing, young carers, care leavers etc) and those in receipt of Pupil Premium (Pupils who are eligible for free school meals).																																
4	Some disadvantaged children are unable to pay for school trips and residential. This could increase a sense of isolation and mean that children miss out on valuable team-building activities and vital experiences beyond the classroom.																																

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
Raised attainment in reading, writing, maths	Difference is diminished within school and attainment is in line with national See data above
Pupils with multiple complex barriers make good progress and their attainment in reading, writing and maths raises	Attainment for these pupils is in line with targets set during personalised pupil progress meetings Children's progress in Yr 6 has been analysed on an individual basis. Based on their progress from Key Stage One, there has been the following analysis: <ul style="list-style-type: none"> - 78% of children with SEND made expected progress and 14% made better than expected progress in Reading - 86% of children with SEND made expected progress and 14% made better than expected progress in Writing - 86% of children with SEND made expected progress and 29% made better than expected progress in Maths
Phonics and early reading results improve	Attainment for all pupils is in line with national 64% of Yr 1 children passed Phonics screening 75% of Yr 2 children passed Phonics screening.
More children are reading fluently and widely including accessing books and eBooks at home	Difference in Reading assessments are diminished within school and attainment is in line with national. This will also impact the raising in attainment of writing across the school. Significant improvement in reading data across the school exemplified by Yr 6 Reading data above.
All children attend every trip or residential regardless of financial circumstances	100% attendance at every trip and residential. 100% attendance at every trip and residential was achieved. Choice or absence the only barrier to children not attending any trip in 2021/22.
Increased levels of Learning Behaviours are seen from targeted children	Suspensions are decreased from 20 (2020/21) 8 children. Observations show improved learning behaviours from targeted children to match those of the rest of the school.

	Suspensions decreased to 19 in 2021/22 (5 children).
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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: £ 120 000

Actual cost: £ 123 306.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase in amount of teaching assistant time in classrooms Complete</p> <p>Careful grouping for Phonics so that children are working in smaller groups and supported at their level. Complete</p> <p>Investment in new validated Phonics scheme – Little Wandle. All staff to receive training Complete</p>	<p>EEF guidance report: Making the Best use of Teaching Assistants +4 months https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Teaching and Learning Toolkit EEF: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3</p>
<p>Reduce class sizes in Year 5/6 to 23 per class. This allows adults to have more time to direct quality feedback for those targeted children Complete</p>	<p>EEF – Reducing Class sizes + 2months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>EEF – Feedback + 6months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 26 000

Actual cost: £ 24,805.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for targeted children 79 children targeted through small group tuition throughout the year	EEF – Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Subscriptions to incentivise reading across the curriculum and at home Complete	EEF – Improving Literacy in Key Stage 1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 2, 3

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

Budgeted cost: £ 30 000

Actual cost: £ 28 210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioners support vulnerable children at the school	EEF – Social and Emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3

(Subscription, training and TA time) Complete		
Additional funds available for families of disadvantaged children to ensure they can access residentials and trips therefore increasing cultural capital Complete	Maximising the Impact of the Pupil Premium; Marc Rowland (2018) https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/cag2018_rosendale_research_school.pdf	4

Total budgeted cost: £ 176 000

Total Actual cost: £ 176,322

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 2020 to 2021 academic year.

See Kingsham PP Statement Review 2020 2021 on our website:
<https://www.kingshamprimary.org.uk/page/?title=Pupil+Premium&pid=26>

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

Programme	Provider
Accelerated Reader	Ren Learn
TT Rockstars	Maths Circle Ltd.
CPOMS	Raptor Tech.

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 child received service pupil premium. They received mentoring.
What was the impact of that spending on service pupil premium eligible pupils?	The child was supported when their parent was deployed to Ukraine.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.