

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 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

This is the second year of our two-year strategy. 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	307
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	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lee Dallinger, Headteacher
Pupil premium lead	Lee Dallinger, Headteacher
Governor / Trustee lead	Suzanna Troy, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 129 935
Recovery premium funding allocation this academic year	£ 12 470 + £12 798 (NTP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>Recovery Premium carried over from previous year.</i>	£ 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	£ 155 203

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

Outcomes for 2022/23 – These outcomes built further on the best ever results achieved last year

70% of children in Year 1 passed the Phonics Screening Check.

Disadvantaged	58%
Non-Disadvantaged	78%

READING – Year 6

Group	% of pupils achieving expected standard	% of children achieving greater depth
Cohort 2022	63%	30%
Cohort	64%	23%
Disadvantaged	40%	15%
Non-Disadvantaged	78%	28%

WRITING – Year 6

Group	% of pupils achieving expected standard	% of children achieving greater depth
Cohort 2022	60%	13%
Cohort	71%	13%
Disadvantaged	45%	5%
Non-Disadvantaged	86%	17%

MATHS – Year 6

Group	% of pupils achieving expected standard	% of children achieving greater depth
Cohort 2022	65%	20%

Cohort	63%	18%
Disadvantaged	40%	10%
Non-Disadvantaged	75%	22%

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 disadvantaged 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> </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%
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<u>Year 6</u>	All	Non-disadvantaged	Disadvantaged																										
Reading	63%	75%	43%																										
Writing	47%	63%	21%																										

	Maths	74%	79%	64%
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.			
5	Attendance at Kingsham Primary School was 93.1% for the academic year 2021-22. The national level was 93.6%. This followed a year in which so many of our families were absent due to COVID-19 or the fear of COVID-19. Our target for the academic year 2022-23 is for attendance to be over 96%. Attendance for 2022 – 23 was 93.2%. FFT national was 93.8%			

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 Progress in Reading: +0.60 Progress in Writing: +2.04 Progress in Maths: +0.49
Phonics and early reading results improve	Attainment for all pupils is in line with national 70% of Yr 1 children passed Phonics screening (+6% from 2022)
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.

	Continued improvement in reading data across the school
All children attend every trip or residential regardless of financial circumstances	100% attendance at every trip and residential. Any absence from a school trip will not be due to financial reasons. 100% attendance at every trip and residential was achieved. Choice or absence the only barrier to children not attending any trip in 2022/23.
Increased levels of Learning Behaviours are seen from targeted children	Suspensions are decreased from 19 in 2021/22 (5 children). Observations show improved learning behaviours from targeted children to match those of the rest of the school. Suspensions for 2022/23 were 20.5 days (5 children).
Improved attendance and decrease persistent absence	To ensure Breakfast Club is offered to those families who struggle with attendance and lateness to support them. Breakfast club continues to be well used by our families to support with attendance and ensure the children who attend have a full breakfast.

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: £ 100 000 Actual Costs: £105 813

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase in amount of teaching assistant time in classrooms.</p> <p>Teaching assistants will be well trained through fortnightly meetings and targeted INSET day training in order to support improved outcomes for disadvantaged children.</p> <p>Complete</p>	<p>EEF guidance report: Making the Best use of Teaching Assistants +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Additional Teaching Assistants to support improved outcomes of children.</p> <p>Pastoral Support Worker to support families to support their children's readiness to learn.</p>	1, 2, 3
<p>Investment in new validated Phonics scheme – Little Wandle.</p> <p>All staff to receive training</p> <p>Complete</p>	<p>Teaching and Learning Toolkit EEF: Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Cost of Little Wandle subscription and resources: £3 729</p>	

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

Budgeted cost: £ 26 000 Actual Costs: £25 841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Mentor to provide targeted academic support to those identified children across the school.</p>	<p>EEF – Small group tuition +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Cost of Academic Mentor</p>	2, 3

Complete		
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 Cost of Accelerated Reader	1, 2, 3
White Rose Maths small group tutoring online. Complete	EEF – Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Cost of White Rose Maths Tutoring	2, 3

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

Budgeted cost: £ 30 000 Actual Costs: £32 488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioners support vulnerable children at the school (Subscription, training and TA time) Complete	EEF – Social and Emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 2 Teaching Assistants trained to become Thrive Practitioners. Both TAs work 2 days per week to support those children requiring Thrive Programme support.	1,2,3
Additional funds available for families of disadvantaged children to ensure they can access residential and trips therefore increasing cultural capital and ensuring they do not miss out on the experiences offered. Complete	Maximising the Impact of the Pupil Premium; Marc Rowland (2018) https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/files/caq2018_rosendale_research_school.pdf Extensive additional funds made available to those families in receipt of pupil premium to ensure they can always attend school trips and residential.	4

<p>Offer Breakfast Club through the NSBP to selected families eligible for Pupil Premium to support their attendance and ensure they are well nourished in the mornings.</p> <p>Complete</p>	<p>The NSBP Impact Report July 2021: https://www.family-action.org.uk/content/uploads/2021/12/NSBP-final-impact-report.pdf</p> <p>Breakfast club was offered to specific families to support with ensuring children have breakfast and to support with the drop-off process.</p>	<p>5</p>
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Total budgeted cost: £ 156 000 Actual Costs: £164 142

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 2021 to 2022 academic year.

See Kingsham PP Statement Review 2021 2022 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

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?	3 of the children in receipt of Service Pupil Premium received emotional support from the Pastoral Support Worker. 1 of the children in receipt of Service Pupil Premium received mentoring throughout the year.
What was the impact of that spending on service pupil premium eligible pupils?	These children showed an improved readiness to learn following the support and mentoring they received. They showed strong outcomes in Key Stage 2.

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.