

Pupil premium strategy statement



This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Kingfisher Primary
Number of pupils in school	407+ FS1
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -27 (This year = 2024 – 25)
Date this statement was published	October 2024
Date on which it will be reviewed	Annually September 2025
Statement authorised by	A. Parsons
Pupil premium lead	A. Parsons
Governor / Trustee lead	R Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,080 (not including LAC)
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	£179,080

Part A: Pupil premium strategy plan

Statement of intent

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 to their full potential in an environment that provides bespoke opportunities relevant to them within the community and context that they live in. This includes progress for every child every day.

We will consider the challenges faced by all pupils, including those that we have identified to be more vulnerable than their peers, this may include pupils who have a social worker and young carers.

Effective and creative teaching is central in our approach at Kingfisher, this relies on the skill and expertise of all adults working with children to use rigorous analysis of outcomes which identify areas requiring a focus and additional intervention. This approach has the greatest impact on progress and attainment for all pupil groups including those at a disadvantage. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also acknowledges the impact of the recovery premium funding on the wider school plans for educational recovery in its targeted support of identified groups of pupils whose education has been impacted on as a result of the pandemic including disadvantaged and non-disadvantaged pupils.

Our approach will be responsive to the challenges and individual needs identified through rigorous data analysis, teacher feedback linked to outcomes in books and assessments. The approaches we have adopted complement each other to help pupils excel. 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	The gap between PP children and non-PP children in reading and writing has not closed sufficiently. This is evident through assessments, pupil discussions and outcomes in books. Vocabulary, both in spoken and written outcomes, contributes to the disparity in outcomes throughout school. This is reflected in the low starting points for children in early years which is significantly below national.
2	Children's understanding and application of mathematical vocabulary impacts on their ability to deconstruct word problems and their ability to select the most efficient calculation when solving both word problems and mental calculations. This can clearly be seen both during practical reasoning lessons where children at times struggle to select efficient methods and to break the problem down into smaller steps.
3	External factors, including an increase in DV incidents, impact on children's social, emotional and mental health this has been evidenced through 1:1 conversation, Boxall profiles, thrive assessments, the work of external professionals and staff conversations which have identified where pupils struggle to engage in day-to-day learning and the routine of school which at times has led to a number of pupils needing additional support around their emotional well-being.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than the non-disadvantaged pupils. Lower attendance and higher rates of persistent absenteeism for PP/disadvantaged children effects outcomes. Attendance for non-PP children increased from 94.5% at the end of July 2023 to 94.9% at the end of July 2024. Attendance for PP children reduced from 92.7% in July 2023 to 92.2% in July 2024.
5	An increasing number of parents are unsure how to effectively meet their child's needs this has been more evident throughout the last 2 years due to the increase in the cost of living and the additional strain it puts on families.

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 outcomes in reading and writing for PP children	<p>Y6 outcomes 2024</p> <p>Reading – all pupils 75%, PP 80%, non-PP 71%</p> <p>Writing – all pupils 71%, PP 70%, non-PP 71%</p> <p>Continue to improve teaching and learning across the school, leading to improved academic outcomes:</p> <p>To increase combined outcomes at the end of Y6.</p> <p>For all PP children to make at least expected progress in reading and writing.</p> <p>To close the gap between PP and non-PP children in all year groups.</p>
Children to have a deeper understanding of mathematical language and are able to utilise this knowledge in reasoning/problem solving.	<p>A greater number of PP children to achieve the expected standard across school.</p> <p>Y6 outcomes 2024</p> <p>Maths - all pupils 78%, PP 75%, non-PP 78%</p> <p>Increased maths outcomes and a reduction between PP and non-PP children across school.</p>
To support children's social, emotional and mental health.	Children able to engage in day to day learning whilst receiving appropriate support.
Improved attendance to enable children to access learning.	Improved attendance rates for PP children to above July 2024 (92.7%) and reduced PA to below July 2024 (24.6%).
Parents confident in supporting their child's well-being and learning.	Increased confidence from families in supporting their children's well-being and learning.

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. Where allocated amounts are stated within the activity column, please note that these may be a contribution towards a wider cost.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88,580K (49% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>To continue to ensure word reading and decoding of unfamiliar words is prioritised throughout school and to ensure all pupils access reading age-appropriate texts. Regular team teach/monitoring sessions with MM/TH. (£18K)</p> <p>Continued teacher knowledge of pedagogy and practice. Including pitch/challenge (planning, modelling and scaffolding, formative assessment and moderation/use of summative assessment MM/TH. (£7330k)</p> <p>To continue to use the Kingfisher sequence for writing from Y2 – 6 with a focus on the coverage of grammar. (£9K)</p> <p>To monitor and evaluate the delivery and impact of dictation to support vulnerable writers including those with SEND. (£8K)</p> <p>Mentoring and coaching</p> <p>The continued implementation and monitoring of RWI. (£10K)</p> <p>Maths and literacy lead to attend network training sessions through Astrea and disseminate to all staff. (£5250)</p>	<p>In the EEF Attainment Gap report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvement. There is particularly good evidence around the potential impact of teacher professional development</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils – see Dfe report briefing for school leaders.</p> <p>There is a strong link between spoken language skills and learning. This link applies across many areas of learning, though poor language can have a devastating impact on literacy skills especially reading comprehension. There are equally strong links between speech, language and communication needs and children's social and emotional development, with SLCN impacting long term on wellbeing and mental health. https://www.yjecommunicationtrust.org.uk/media/540327/tct-taking-about-generation-report-online.pdf</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group</p>	1

<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Staff to understand and use the pedagogy around the understanding of mathematical language to support reasoning. (£8K)</p> <p>Staff to enable children to apply their mathematical knowledge and to select efficient methods in arithmetic and reasoning problems. (£5k)</p> <p>EYFS to continue to focus on Maths approaches, both teacher-led and in provision, supported by Astrea Maths/EYFS lead. (£8k)</p> <p>Staff to incorporate the deconstruction of word problems and to develop the children's ability to select the most efficient calculation when solving both word problems and mental calculations with input/ support from Richard Webb (Astrea)/ Jamie Heathcote. (£10K)</p>	<p>In the EEF Attainment Gap report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development</p> <p>In the EEF Improving Mathematics in KS2 & 3 If pupils lack a well-rehearsed and readily available method to solve a problem, they need to draw on problem solving strategies to make sense of the unfamiliar situation. Teach them to use and compare different approaches. Show them how to interrogate and use their existing knowledge to solve problems.</p>	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,195K (24% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p> <p>Quality interventions to be undertaken by teachers/ TAs for target children including more-able children based on secure assessment outcomes identifying next steps. £29,195</p> <p>Vice principal and assistant principal to lead intervention groups with Y6 pupils in maths and reading. (£8K)</p>	<p>To monitor and evaluate expected progress towards success criteria. In the EEF Attainment Gap report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>EEF indicates that small group tuition can increase pupil's progress. Experienced teachers/support staff to deliver sessions. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that extending the school times makes a positive impact on academic outcomes.</p>	1 & 2 (supporting 5)

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

Budgeted cost: £48,305 (27% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs Provide pastoral support tailored to children's individual needs.</p> <p>Access to the Trust counsellor to support. Work with children and families to enable children to be ready to learn – supporting their health and mental wellbeing.</p> <p>Access to the Trust behaviour lead around Thrive assessments and interventions</p> <p>All staff to engage children in positive play to build positive relationships. Playground leaders to be introduced during positive play, pastoral lead to train and monitor (£22,485K)</p>	<p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress (see EEF)</p>	3
<p>Supporting attendance PSA/ admin staff to monitor children's attendance and follow up quickly on absences. First day response provision. SLT weekly attendance meeting in school. (£7K)</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches for disadvantaged children</p>	4
<p>Communicating with and supporting parents PSA liaison with families to provide support where needed.</p> <p>Families and pupils to be involved in curriculum activities/tasks across school linked to citizenship curriculum (£13,570K)</p>	<p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Engaging Parents (including a dedicated member of staff to provide outreach and support for parents and families) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing research which suggests an association between schools' engagement with parents and their performance (Sharples et al., 2011).</p>	5
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips Support the funding of PP children to participate in after school clubs, residential visits etc (£5250)</p>	<p>School supported the cost for some children in order to attend the Y6 residential visit Other wider opportunity events which were subsidised by school include: after school clubs/ breakfast club</p>	3

Total budgeted cost: £179,080

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. Last year we received £174,400

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

To assist us in our self-evaluation process, the following analysis of pupil premium spending has been completed to inform and update our 3-year strategy.

Key Stage 2

Kingfisher

Reading, writing and maths

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
All pupils (61)	100%	69%	2%	58%	61%
Female (27)	44%	78%	4%	62%	64%
Male (34)	56%	62%	0%	54%	57%
PP (20)	33%	70%	0%	46%	46%
Not PP (41)	67%	68%	2%	64%	67%
EHCP (2)	3%	0%	0%	5%	9%
SEN support (7)	11%	29%	0%	23%	26%
No SEN (52)	85%	77%	2%	69%	71%
English (37)	61%	70%	0%	58%	60%
EAL (24)	39%	67%	4%	55%	62%
95-100% (38)	62%	79%	0%	65%	
90-95% (16)	26%	50%	6%	54%	
75-90% (7)	11%	57%	0%	36%	
50-75% (0)	0%			20%	
0-50% (0)	0%			0%	

- 69% of pupils achieved the expected standard in reading, writing and maths which was above both the LA and National outcomes
- 70% of the PP children achieved combined which was well above the LA and National outcomes (46%)
- Girls (78%) achieved slightly better than boys (63%) which is in line with both LA (62%/54%) and National outcomes (64%/57%)

Early Years

Kingfisher

	% of cohort	GLD 2024	All ELGs	Goals Exp.	LA (GLD)	England	GLD 2023	GLD 2022
All pupils (59)	100%	54%	36%	11.8	69%	68%	51%	66%
Female (22)	37%	68%	50%	14.3	76%	75%	55%	78%
Male (37)	63%	46%	27%	10.4	62%	61%	44%	57%
PP (17)	29%	35%	18%	10.5	55%	52%	43%	67%
Not PP (42)	71%	62%	43%	12.4	72%	70%	52%	66%
EHCP (0)	0%				2%	4%		0%
SEN support (8)	14%	38%	13%	7.0	18%	25%	0%	0%
No SEN (48)	81%	58%	42%	12.5	76%	76%	58%	69%
English (33)	56%	48%	39%	11.4	69%	70%	63%	61%
EAL (22)	37%	64%	36%	12.1	70%	64%	21%	75%

- The number of children achieving GLD remains below the LA and National figures by approximately 15%

- Similarly, the number of PP children achieving GLD also remains below the LA and National figures by approximately 15 – 20%
- Girls outperform boys in EYFS as is found both locally and nationally.

Quality First Teaching for All

Strategic Approach 1: Improved outcomes in reading and writing for all children

- To ensure word reading and decoding of unfamiliar words is prioritised throughout school and to ensure all pupils access reading age-appropriate texts. Regular team teach/monitoring sessions with MM/TH. (£20K)
- Continued teacher knowledge of pedagogy and practice. Including pitch/challenge (planning, modelling and scaffolding, formative assessment and moderation/use of summative assessment MM/TH. (£7330k)
- To continue to use the Kingfisher sequence for writing from Y2 - 6. (£9K)
- To continue to monitor the introduction of Get Writing within EYFS and Y1 RWI sessions. (£8K)

The teaching of reading is consistent across school with newer members of staff supported by SLT and English lead, to ensure the development of both subject knowledge and pedagogy. Changes made during the 2023/2024 academic year were in line with The Reading Framework 2023 all of which continue to be evident across school.

Reading outcomes formed in July 2024 were positive across school and teacher judgements were formed using both formative and summative assessments. Formative assessment strategies are much more consistent throughout school and continue to be a priority area with teaching staff identifying and trialling new strategies as part of their performance management appraisal.

Teacher assessments show that the gap between PP and Non-PP continued to close as the year progressed with Year 5 having the smallest gap between PP and N-PP with 60%/70%.

Year 2 show the greatest successes with 67% of PP achieving EXS to 56% NPP.

Writing continues to be a strength across school with books showing consistent outcomes and progress.

Writing outcomes dipped slightly during the summer term in two key year groups due to handwriting following external moderation. Gaps in basic letter formation were identified and handwriting has become a key monitoring area for the new academic year, with each year group timetabled throughout the week.

PP pupils sit on average 30% lower than non-PP with the exception of Y2 with a gap of only 10%.

Year groups identified key children who were to take part in dictation support to develop transcriptional fluency. Across the year group, a majority of these pupils were PP pupils. This is to be continued into the new year with the English team tracking these pupils and their progress.

Mentoring and coaching

- The continued implementation and monitoring of RWI. (£8K)
- Maths and literacy lead to attend network training sessions through Astrea and disseminate to all staff. (£5250)

Within Phonics, good progress continues to be seen from the low starting points. 73% of pupils passed the Phonics Screening Check (-6% off National for 2023 – 2024 National released on 10th October 2024.)

From this, 43% of PP pupils passed the phonics screening. Out of the 8 pupils who did not pass, 50% are EAL and 25% are SEND.

Year 2 - We have the greatest number of pupils completing the RWI programme with over 70% of Year 2 children accessing the reading sequence during the Summer 1 and 2 terms. 88% of PP pupils in this year group moved into the Kingfisher Reading Sequence, completing the RWI programme.

For the new academic year, 50% of the Year 1 cohort will move on to the Kingfisher Reading Sequence, ahead of what is expected. Out of these 13% (4/30) are PP pupils.

Phonics

Kingfisher

Year 1

	% of cohort	Wa	Mark	LA	England	Wa 2023	Wa 2022	GLD 2023
All pupils (58)	100%	72%	31.9	81%	80%	87%	91%	51%
Female (33)	57%	79%	33.5	85%	84%	89%	96%	55%
Male (25)	43%	64%	29.9	78%	77%	86%	85%	44%
PP (11)	19%	36%	23.5	70%	69%	83%	92%	43%
Not PP (47)	81%	81%	33.9	85%	84%	88%	90%	52%
EHCP (0)	0%			22%	21%	0%		
Support (7)	12%	43%	20.0	48%	52%	100%	67%	0%
No SEN (50)	86%	76%	33.4	89%	88%	88%	94%	58%
English (40)	69%	78%	33.3	82%	81%	83%	92%	63%
EAL (18)	31%	61%	28.9	80%	80%	93%	88%	21%
95–100% (38)	66%	76%	33.5	88%	-	88%	87%	
90–95% (12)	21%	75%	30.9	78%	-	92%	94%	
75–90% (7)	12%	43%	24.6	65%	-	75%	91%	
50–75% (1)	2%	100%	37.0	38%	-		100%	
0–50% (0)	0%			17%	-			

Key Stage 2

Kingfisher

Reading

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (61)	100%	106	74%	52%	69%	74%
Female (27)	44%	108	78%	59%	73%	78%
Male (34)	56%	105	71%	47%	66%	71%
PP (20)	33%	107	80%	55%	59%	63%
Not PP (41)	67%	106	71%	51%	75%	79%
EHCP (2)	3%	80	0%	0%	13%	19%
SEN support (7)	11%	102	43%	43%	42%	48%
No SEN (52)	85%	108	81%	56%	79%	84%
English (37)	61%	107	76%	54%	71%	75%
EAL (24)	39%	106	71%	50%	63%	72%
95–100% (38)	62%	108	82%	55%	76%	
90–95% (16)	26%	103	56%	50%	67%	
75–90% (7)	11%	105	71%	43%	52%	
50–75% (0)	0%				32%	
0–50% (0)	0%				0%	

Key Stage 2

Kingfisher

Writing

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
All pupils (61)	100%	70%	3%	67%	25%	5%	0%	70%	72%
Female (27)	44%	78%	4%	74%	22%	0%	0%	75%	78%
Male (34)	56%	65%	3%	62%	26%	9%	0%	65%	65%
PP (20)	33%	70%	0%	70%	30%	0%	0%	58%	59%
Not PP (41)	67%	71%	5%	66%	22%	7%	0%	76%	77%
EHCP (2)	3%	0%	0%	0%	0%	100%	0%	9%	12%
SEN support (7)	11%	43%	14%	29%	57%	0%	0%	32%	36%
No SEN (52)	85%	77%	2%	75%	21%	2%	0%	82%	83%
English (37)	61%	73%	3%	70%	22%	5%	0%	70%	72%
EAL (24)	39%	67%	4%	63%	29%	4%	0%	67%	72%
95–100% (38)	62%	82%	3%	79%	11%	8%	0%	77%	
90–95% (16)	26%	50%	6%	44%	50%	0%	0%	68%	
75–90% (7)	11%	57%	0%	57%	43%	0%	0%	48%	
50–75% (0)	0%							24%	

Pedagogy training was attended by both maths and literacy leads. Focus of these sessions supporting ongoing research by staff linked to curriculum development.

As a school we have evaluated the impact of the PP strategy from 2022/23. As the gap between PP and non-PP is closing across school particularly as the children move into KS2 we have made the decision to maintain a focus on both reading and writing. Although, the teaching of reading is consistent across school. School will continue to implement changes made in line with The Reading Framework 2023.

Strategic Approach 2: Children to have a deeper understanding of mathematical language and are able to utilise this knowledge in reasoning/problem solving.

- Staff to understand and use the pedagogy around the use of mental methods to support reasoning. (£8K)
- Staff to enable children to apply their mathematical knowledge through problem solving and demonstrate this independently (£5k)
- EYFS focus on Math approaches, both teacher-led and provision, supported by Nicky Turner (Astrea) (£8k)
- Staff to incorporate consistent variation within the children's learning, in order to practice their thinking process and apply these to different question types with input/ support from Richard Webb (Astrea) (£10K)

Regular reasoning/problem solving lessons have continued throughout school in conjunction with sentence stems to support children in their understanding of how to tackle reasoning problems. In upper KS2, reasoning has taken place daily. In addition, staff have focussed on mental methods using the Ark maths assessments to identify gaps in learning and suitable interventions

The continued focus on mathematical language has been modelled by staff throughout lessons and reinforced with language word wheels both on learning walls and in individual pupil books

EYFS staff have attended CPD from the Trust Maths and EYFS leads to enhance their practice within EYFS. The EYFS curriculum has been linked to the National curriculum ensuring clear progression and continuity for children and staff.

J.Heathcote (maths consultant) has led two CPD sessions around the core concepts curriculum (NCETM) and this has been trialled in the summer term ready for full implement in September 2024.

Key Stage 2

Kingfisher

Maths

	% of cohort	Test			LA	
		Score	Exp+	High	Exp+	Exp+
All pupils (61)	100%	106	77%	28%	72%	73%
Female (27)	44%	107	85%	37%	72%	72%
Male (34)	56%	104	71%	21%	72%	73%
PP (20)	33%	106	75%	35%	60%	59%
Not PP (41)	67%	106	78%	24%	79%	79%
EHCP (2)	3%	80	0%	0%	13%	17%
SEN support (7)	11%	99	43%	0%	38%	44%
No SEN (52)	85%	107	85%	33%	83%	83%
English (37)	61%	105	76%	22%	73%	72%
EAL (24)	39%	107	79%	38%	69%	77%
95-100% (38)	62%	107	84%	34%	80%	
90-95% (16)	26%	104	69%	19%	69%	
75-90% (7)	11%	103	57%	14%	47%	
50-75% (0)	0%				37%	
0-50% (0)	0%				0%	

Whilst we have noted improvements in provision for disadvantaged pupils in maths we acknowledge that there is still a gap between PP and Non – PP outcomes across school. Moving forward maths will remain a focus within the

PP strategy, with a continued emphasis on pedagogical approaches, mental maths and the deconstruction of word problems.

We have adjusted our strategic approach in response to the outcomes in maths by allocating a similar amount of money and focussing on efficient mental strategies / deconstructing word problems.

Targeted Support

Strategic Approach 3:

(Interventions to support language development, literacy, and numeracy)

- Quality interventions to be undertaken by teachers/ TAs for target children including more-able children based on secure assessment outcomes identifying next steps. (£7805K) **recovery funding** and £29195 pupil premium

Recovery funding

- Vice principal and assistant principal to lead intervention groups with Y6 pupils in maths and reading. (£8K)

A range of quality interventions were undertaken by teachers and support staff across school. The impact for all interventions is carefully monitored on year group provision maps and intervention plans.

- Fast Track phonics tutoring Y1
- Reading fluency Y2 (+23 words), +14 (Y3), +25 (Y4), +32 (Y5)
- Precision teaching (spelling) –average progress +14 (Y2), +22 (Y4)
- arithmetic – Y2 -consolidation of addition/subtraction methods, Y3 (+11- 14 Ark Assessment), Y4 (+13)
- Times tables – Y3 (+21), Y4 (+12)
- Y5/Y6 small group (problem solving) – Y6 average increase of +17 marks on 15:1 test, improved outcomes at end of KS2
- Y5 1:1 reading – improved words/minute and enjoyment in reading
- Times tables - +26 (Y6), Y4 average score in multiplication test 21.2

Whilst we have noted improvements in provision for disadvantaged pupils through intervention, we acknowledge that there are still some gaps between PP and Non – PP outcomes. Moving forward targeted interventions within core subjects will remain a focus within the PP strategy.

All children took part in the Y6 intervention programme through small group reading comprehension sessions, 1:1 arithmetic input and maths breakfast club. The intervention sessions supported children's learning and developed their ability to access the curriculum with confidence.

Quality interventions will continue in 2024/25 as these have shown to have an impact on closing the gap for groups of children across school.

Other Approaches

Strategic Approach 4: To ensure that PP children are able to make at least expected progress in lessons as their emotional, behavioural and social needs are supported.

- Provide pastoral support tailored to children's individual needs.
- Access to the Trust counsellor to support. Work with children and families to enable children to be ready to learn – supporting their health and mental wellbeing
- Access to the Trust behaviour lead around Thrive assessments and interventions
- All staff to engage children in positive play in order to build positive relationships. (£17K)
- PSA liaison with families to provide support where needed.
- Families and pupils to be involved in curriculum activities/tasks across school linked to citizenship curriculum (£13,570K)

- Inclusion team staff have supported a number of key children in both KS1 and KS2 in order to ensure their social and emotional needs are met and subsequently enable them to access learning and make at least expected progress. Thrive assessments showed 71% of pupils made progress (including 1 pupil who stabilized following a period of unsettlement)
- Continued involvement of staff through positive play has resulted in a minimal number of incidents at break/lunchtime.
- Given the increased demands on social, emotional and mental health school will continue to use internal inclusion staff members as well as external professionals to support children's well-being. Five children also accessed the Astrea therapeutic services.
- Continued support for pupils' social and emotional well-being will continue.

Supporting the social and emotional needs of children at Kingfisher is a continued need and will continue to be a focus in the PP strategy in 2024/25, as a school we have slightly increased the spend in this area.

Strategic Approach 5: To increase attendance, improve punctuality and reduce persistent absence for PP children.

- PSA/ admin staff to monitor children's attendance and follow up quickly on absences. First day response provision.
- SLT weekly attendance meeting in school. (£5K)

Attendance for all children in July 2024 was 94% compared to National at 94.1%. Attendance for PP children was 92.2% slightly better than PP children nationally at 91.5%.

PA was 15.8% compared to 15.2% nationally and 15.3% locally, PA for PP children was 26.4%.

PA has been impacted by family holidays in term time (10 PP children), significant medical issues for a small number of children (3) and exceptional family circumstances (4 children).

Funding supported individuals/families to attend after school clubs and breakfast club where necessary and supported the Y6 residential. All children in Y6 were provided with a leaver's sweatshirt, DVD and memory book funded by school.

There will be a continued focus on attendance next year for all pupils, especially the disadvantaged.

Following a review of our approach, we intend to continue with the strategic approach for attendance as this is beginning to have an impact on attendance figures and a reduction in PA over time.

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
Read Write Inc.	Ruth Miskin
Get Writing	Ruth Miskin
First class@number	Every child counts

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a
<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> • embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. • utilising our inclusion team to support the well-being of both children and families. • offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. <p>Planning, implementation, and evaluation</p> <p>In planning our new pupil premium strategy, we evaluated activity undertaken in previous years and the impact it had on pupils and families.</p> <p>We triangulated evidence from multiple sources of data including assessments, class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.</p> <p>We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.</p> <p>We used the EEF's implementation guidance to help us develop our strategy and, will continue to use it through the implementation of activities.</p> <p>The strategy will be evaluated at regular intervals adjusted accordingly over time to secure better outcomes for pupils.</p>	