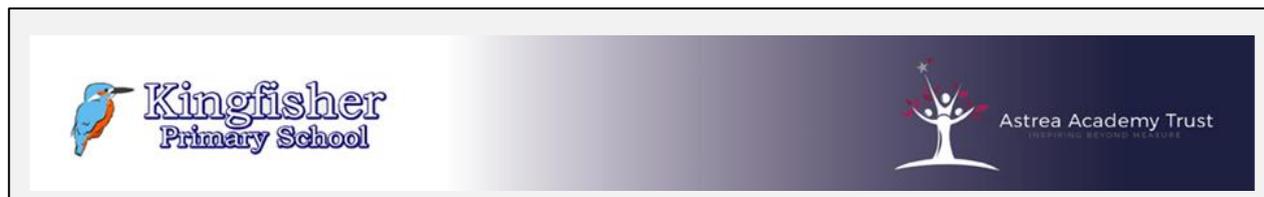


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Kingfisher Primary
Number of pupils in school	405+ FS1
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -24 (This year = 2023 – 24)
Date this statement was published	October 2023
Date on which it will be reviewed	Annually September 2024
Statement authorised by	A. Parsons
Pupil premium lead	A. Parsons
Governor / Trustee lead	J Machin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,595 (not including LAC)
Recovery premium funding allocation this academic year	£15,805
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	£174,400

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. 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 number of positive COVID-19 cases (historic and current) for all pupils, including PP children, has meant that the gap has widened for a number of PP children in reading and writing. This is evident through assessments, pupil discussions and outcomes in books. Vocabulary, both in spoken and written outcomes, reflects the disrupted opportunity pupils have experienced and at times, the language used doesn't demonstrate the depth previously seen.
2	Children's understanding and application of mathematical vocabulary impacts on their ability to reason and problem solve this can clearly be seen both during practical reasoning lessons where children at times struggle to articulate their understanding of a mathematical task. Children's lack of efficient mental methods can also hinder their understanding/progress.
3	External factors may 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 are struggling to adjust back to the routine of school and the expectation of learning which at times has led to a small number of pupils needing additional support around their emotional well-being.
4	<p>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.</p> <p>Lower attendance and higher rates of persistent absenteeism for PP/disadvantaged children effects outcomes. Attendance for non-PP children increased from 94.4% at the end of July 2022 to 94.5% at the end of July 2023. Attendance for PP children increased from 91.9% in July 2023 to 92.7% in July 2023.</p>
5	Some parents are unsure how to effectively meet their child's needs this has been more evident throughout the last 2 years due to the fact that as a school, parent workshops, parent drop-in sessions and 1:1 parenting coaching have not been able to take place, as frequently as previous.

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 2023</p> <p>Reading – all pupils 57%, PP 50%, non-PP 61%</p> <p>Writing – all pupils 69%, PP 55%, non-PP 77%</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 2023</p> <p>Maths - all pupils 51%, PP 45%, non-PP 55%</p> <p>Increased maths outcomes and a reduction between PP and non-PP children</p>
Improved attendance to enable children to access learning.	<p>Improved attendance rates for PP children to above July 2023 (92.7%) and reduced PA to below July 2023 (24.6%).</p>
Parents confident in supporting their child's well-being and learning	<p>Increased number of families engaging in school events/ activities.</p>

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 (50.8% 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 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)</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. (£9K)</p> <p>To continue to monitor the introduction of Get Writing within EYFS and Y1 RWI sessions. (£8K)</p> <p>Mentoring and coaching</p> <p>The continued implementation and monitoring of RWI. (£8K)</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>	<p>1</p>

Maths and literacy lead to attend network training sessions through Astrea and disseminate to all staff. (£5250)		
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning		2
Staff to understand and use the pedagogy around the use of mental methods to support reasoning. (£8K)	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	
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)		

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

Budgeted cost: £45K (25.8% 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. (£7805K) recovery funding and £29195 pupil premium</p> <p>Recovery funding</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.</p> <p>Experienced teachers/support staff to deliver sessions. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced</p>	1 & 2 (supporting 5)

	that extending the school times makes a positive impact on academic outcomes.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,820 (23.4% 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 in order to build positive relationships. (£17K)</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. (£5K)</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: £174,400

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. Last year we received £171,069.25

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 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.

Quality First Teaching for All

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

- For the teaching of reading to use the reading sequence consistently. Regular planning sessions with MM/TH. (£30K)
- To implement new spelling strategies so that spelling outcomes become more consistent through weekly planning sessions with TH. (£10K)
- To continue to use the Kingfisher sequence for writing From Y2 - 6. (£9K)
- To implement Get Writing within EYFS and Y1 RWI sessions. (£8K)

The teaching of reading is consistent across school. Approaches are consistent and outcomes in books show good progress – improvements in independent comprehension practice. Proposed changes have been identified and will be implemented in September 2023 to ensure teaching is in line with the expectations of the Reading Framework 2023.

Reading outcomes formed in July 2023, were positive across school and were supported by improved HeadStart Assessments taken at the three data points. The gap between PP and Non-PP children continued to close as the year progressed with Y4 having the smallest gap in reading of 56%/69%. Year 5 PP out performed Non-PP in reading with a gap of 75%/59%. Gaps within key year groups such as Y1 and Y3 remain, but a breakdown of these pupils show individual SEND needs of the pupils which focus wider than year group objectives.

In terms of progress an average of 79% of PP pupils made good or better progress across Y2-Y6. This compares to 80% for Non-PP pupils.

Writing outcomes in books continue to be consistent across the school and books show progress across the year.

Writing outcomes dipped slightly during the summer term following external moderation. The gaps identified were in handwriting across key year groups. The use of NoMoreMarking showed increased outcomes for children.

PP pupils in writing sit on average 20% lower than non-PP in all year groups except Y5 who outperform with percentages of 63%/45%.

In terms of progress an average of 86% of PP pupils made good or better progress across Y2-Y6. This compares to 91% for non-PP pupils.

Mentoring and coaching

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

The teaching of phonics continues to be a strength and quality teaching and intervention secured our outcomes of 87%, 6% above national. Termly RWI development days have showed progression in the quality of teaching and interventions. Sessions have been personalised to best support the transition into fluency which had huge impact - 80% of the year group leaving Y1 working within Blue Group or Above (Working above ARE). Get Writing Sessions have hugely supported the outcomes of writing within Year 1. This, coupled with our new approach of transcriptional writing, had allowed us to secure children's skills in writing before moving onto composition. GetWriting, and the focus on 'hold a sentence' has supporting mechanism for transcription, along with the added activities to further develop spelling, punctuation and grammar.

93% of Y1 PP pupils passed the PSC 2023.

Reading Outcomes (2022 – 23):

All pupils	PP to non-PP
Y1 - 54%	Y1 – 33% - 62%
Y2 - 56%	Y2 – 31% - 65%
Y3 - 60%	Y3 – 45% - 68%
Y4 - 63%	Y4 – 53% - 68%
Y5 - 63%	Y5 – 75% - 59%
Y6 - 66%	Y6 – 58% - 71%

Writing Outcomes (2022 – 23):

All pupils	PP to non-PP
Y1 - 43%	Y1 - 25% - 50%
Y2 - 54%	Y2 - 31% - 63%
Y3 - 57%	Y3 - 40% - 65%
Y4 - 56%	Y4 - 41% - 62%
Y5 - 50%	Y5 - 63% - 45%
Y6 - 62%	Y6 - 53% - 68%

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. Proposed changes have been identified and will be implemented in September 2023 to ensure teaching is in line with the expectations of the Reading Framework 2023. In addition, we have allocated more funding towards writing in order to close the gap between PP and non-PP children through the continuation of 'Get Writing' across KS1 and the writing sequence across KS2.

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. (£6K)
- Focus on variation theory along with derivation boards and same problem different method with input/ support from JH/maths lead. (£9K)

Weekly reasoning lessons have taken 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. The continued use of language word wheels both on learning walls and in individual pupil books to further develop children's knowledge and understanding of mathematical language.

The maths lead focussed on Oracy when the pedagogy of maths training was launched as a mini-project. Staff meeting was delivered regarding the requirement to use appropriate language in full sentences, habits of discussion etc. and was monitored using Iris.

J.Heathcote (maths consultant) has led two CPD sessions around reasoning and problem solving. Staff are using problem solving activities at the start of the lesson and developing children's independence by giving them time to 'have a go' without adult modelling followed by the sharing of different strategies.

PP to Non-PP

Y1 - 25% - 62%

Y2 - 38% - 77%

Y3 - 35% - 73%

Y4 - 47% - 68%

Y5 - 63% - 55%

Y6 - 63% - 65%

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. Moving forward maths will remain a focus within the PP strategy, with increased emphasis on pedagogical approaches, mental maths and variation theory.

We have adjusted our strategic approach in response to the outcomes in maths by allocating an increased amount of money and focussing on the variation approach/ problem solving.

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. (£35K)
- Lexia reading programme to be use by identified children in Y2-6. (£2K)

Recovery funding

- Vice principal and assistant principal to lead intervention groups with Y6 pupils in maths and reading. (£5K)

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.

- Reading fluency Y2 (+11.8 words), +37 (Y3), +27.8 (Y4)
- Rapid Reading Y3 (+6 months)
- 1:1 reading Y3 (progressed 3 – 6 levels on benchmarking)
- Precision teaching (spelling) –average progress +14 (Y2), +33 (Y4)
- arithmetic – Y3/4 improved confidence in quick recall evidenced in class
- Y6 small group (problem solving) – average increase of +17 marks on 15:1 test
- 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 is still a gap between PP and Non – PP outcomes. Moving forward targeted interventions within core subjects will remain a focus within the PP strategy.

Overall Y6 percentages-

61% achieved on track in reading; 69% achieved on track in writing; 51% achieved on track in maths.

PP percentages-

Reading - 50% achieved expected standard, Writing - 55% achieved expected standard, Maths - 45% achieved expected standard

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 2023/24 as these have shown to have an impact on closing the gap for groups of children across school.

The recovery funding will also be used once again in order to support groups/ individuals within Y6 in closing the gaps in learning with a particular focus on maths as a result of the outcomes in July 2023.

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
 - All staff to engage children in positive play in order to build positive relationships. (£20K)
 - PSA liaison with families to provide support where needed. (£13,570K)
 - Support the funding of PP children to participate in after school clubs, residential visits etc (£5250)
-
- 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.

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 2023 was 94.4% and PA 25.7%.

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 to attendance as this is beginning to have an increase in attendance figures and a reduction in PA.

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
Success@arithmetic	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>	

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.

We used the [EEF's implementation guidance](#) to help us develop our strategy and, will continue to use it through the implementation of activities.

The strategy will be evaluated at regular intervals adjusted accordingly over time to secure better outcomes for pupils.