

Pupil premium strategy statement

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.

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	Kingsway Primary
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Germaine McKinnon, Headteacher
Pupil premium lead	Sian Smart
Governor / Trustee lead	Amanda McKenzie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58170
Recovery premium funding allocation this academic year	£7744
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	£65914

Part A: Pupil premium strategy plan

Statement of intent

At Kingsway Primary School we aim to provide nurturing and rich learning experiences that allow every pupil to master new skills, develop interests and achieve their full potential. At the heart of this are our School core values, which are: Kindness, Integrity, Never give up, Go above and beyond, Self motivated, Welcoming, Accountable and Your voice is important

At Kingsway these values are central to everything we do. Our Real Life Curriculum extends opportunity, raises aspiration, opens children's eyes to the world beyond their immediate environment which enables our children to live happy, healthy and productive lives and inspires children to learn more. We are committed to working with our community and provide opportunities for children to use their voices for change through the development of social action and listening campaigns.

The objective of the Pupil Premium strategy at Kingsway Primary School is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap.

We recognise that disadvantaged pupils can face a wide range of barriers, which may affect their learning as well as cultural capital. Ultimately, we aim to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts, both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- For all Disadvantaged pupils to meet and/or exceed age-related expectations at the end of key stage two, Year 6
- Develop confidence in their ability to communicate effectively in a wide range of contexts through developed speaking and listening skills
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Enable pupils to access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives, we will:

- Provide all teachers with high quality CPD to ensure that all pupils access high quality teaching
- Provide, targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Use DIPT (direct instruction precision teaching) to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate ELSA nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and the strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussion with pupils indicate under-developed communication, oral language skills and vocabulary gaps among many disadvantaged pupils. These are most evident in Year 3 & Year 4 and in general are more prevalent among our disadvantaged pupils than their peers. The Pupil Premium peer review pointed out that the disadvantaged children were not always encouraged to contribute verbally in lessons and they did not feel challenged.
2	Low attendance - 53% of Pupil Premium pupils have <96% attendance
3	Ensure all children have access to extracurricular activities to increase opportunity to access a broader range of opportunities and develop cultural capital
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. There has been an increase in children requiring additional support with social and emotional needs through ELSA.

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
1. All pupils to have developed oracy skills and to speak confidently and knowledgeably about their learning	An increase in willingness to demonstrate these skills will be evident and they will be confident speakers. Speaking and listening in lessons will reflect key knowledge and vocabulary.
2. All pupils to have 96% attendance or better	All identified pupils with lower than 96% attendance will have made an improvement in their attendance and therefore be missing fewer lessons
3. All pupils will have access to a range of extracurricular activities including sports, music and trips that may otherwise be restricted.	An increase in participation in extracurricular activities, particularly among disadvantaged pupils.
4. To achieve and sustain improved wellbeing for all pupils in our school.	Sustained high levels of wellbeing demonstrated by student and parent voice/surveys and teacher observations.

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: £ 22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train all teachers in Oracy based strategies to secure structured opportunities for speaking, listening and communicating	Oracy has a strong evidence base on pupil efficacy and self motivation enabling improved communication and confidence Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions	1
CPD for all class based staff to plan and teach key knowledge, vocabulary	Use of questioning and retrieval develops pupil retention and facilitates connections across learning	1

and retrieval through a clearly identified progression	<p>Education Endowment Foundation Teaching and Learning Toolkit - Feedback EEF Guidance Report - Teacher Feedback to improve pupil learning</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - TA interventions EEF</p>	
Purchase of Kapow curriculum packages to enable additional teaching of wellbeing in order to enhance support and understanding for children in whole class settings	<p>Understanding and teaching of wellbeing strategies is linked to lower levels of pupil absence</p> <p>EEF - evaluation of a wellbeing programme</p>	4

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of Social and emotional learning.	There is sound evidence linking childhood social and emotional skills with better outcomes at school.	4
Additional reading sessions to target disadvantaged pupils in Year 3 & Year 4	<p>Targeted reading interventions are an effective method to support lower attaining children increase reading fluency and stamina</p> <p>Education Endowment Foundation toolkit - Reading comprehension (GR and SR) strategies Education Endowment Foundation toolkit - Phonics</p>	1

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

Budgeted cost: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased communication with parents and physical rewards and motivators for pupils who are identified as having low attendance	<p>Attendance must improve to enable children to maximise their learning time in school and to accelerate progress so that attainment is at age related or better</p> <p>Principles of good practice set out in the DfE's Improving School Attendance Education Endowment Foundation - Behaviour Interventions</p>	2
Subsidised trips and cultural enrichment opportunities for Pupil Premium children.	<p>Pupils in receipt of Pupil Premium will go on school trips.</p> <p>Pupils access sporting extracurricular opportunities including trips, afterschool sports and school events.</p> <p>Pupils have the opportunity to access music opportunities – including choir and music lessons.</p>	3
Prioritised and subsidised access to Afterschool Clubs for Pupil Premium children.	<p>Access to After school clubs for disadvantaged families means that they have opportunities to access a range of extra curricular activities including art, DT and digital technology.</p> <p>Pupils in receipt of Pupil Premium will be prioritised for places on school trips, sports opportunities and cultural & arts events.</p> <p>Pupils access sporting extracurricular opportunities including trips, afterschool sports and competitive school events.</p>	3
Subsidised School uniform and school equipment.	Pupils have an increased sense of community and the reduced salience of economic inequality,	3
Contingency fund for acute issues and	Based on our experiences and those of similar schools to ours, we have	All

additional LSA if required.	identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £66000

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.

March Review:

All staff have been given high quality CPD on the use of Direct Instructional Precision Teaching (DIPT) to accelerate learning and support the progress of pupils who are struggling to gain prerequisite skills in reading, spelling and numeracy.

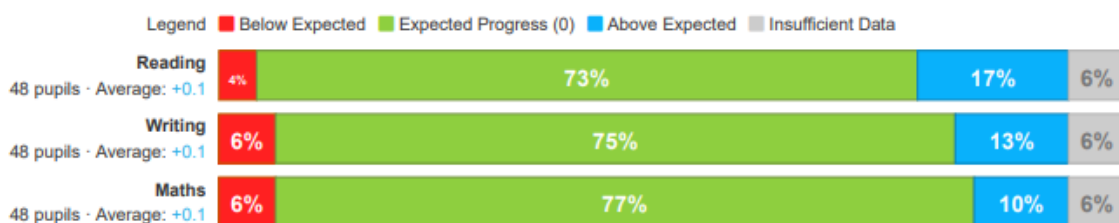
We employed a specialist reading support assistant in November. All Pupil premium children were prioritised for additional phonics and reading sessions during November and December. Spring 1 will now focus on years 3 and 4 and then years 1 and 2 from Spring 2 to the end of the academic year. All pupil premium children have been given priority over chromebooks to ensure they could easily access accelerated reader quizzes in school. The Phonics and Literacy Leads are still to make a decision on a new phonics and oracy scheme, which will most likely be set to launch in September 2022 with CPD for all staff on the INSET days.

The ELSA support assistant has worked with a total of 8 pupil premium children. Baseline assessments, observations and discussions with pupils and families have identified that social and emotional issues have successfully improved.

End of year review:

End of year data shows that our Pupil Premium children have made good progress.

Progress Overview for Pupils (from 2021-2022) who are pupil premium – 2021-2022 Autumn to 2021-2022 Summer Main Assessment



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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.