

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	Kingsway Primary
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Germaine McKinnon, Headteacher
Pupil premium lead	Sian Smart
Governor / Trustee lead	Nigel Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,730
Recovery premium funding allocation this academic year	£0
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	£86,930 Kingsway Primary School. £9580 The Shine @ Kingsway Total £96,510

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 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 (Oracy)
- 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 and resources
- 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
- Use targeted reading intervention including phonics and reading coaching to identify gaps and build reading confidence
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate mental health and wellbeing support (including ELSA and access to counselling) 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.
2	Low attendance (including punctuality) - Pupil Premium attendance was 90.26% Overall School 93.76 National 95% To improve attendance to be 96% or better.
3	To develop cultural capital and ensure disadvantaged pupils are given further opportunities for school ambassador roles. (New Reading Ambassador roles for Autumn 2)
4	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 and school based counselling.

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. Through the development of Oracy skills all pupils are confident communicators who are able to speak knowledgeably about their learning.	An increase in willingness to demonstrate these skills will be evident through pupil voice/interviews and learning walks. Speaking and listening in lessons will reflect key knowledge and vocabulary. At least 20% of children spoken to will be PP.
2. All pupils have 96% attendance or better.	Whole school drive to raise attendance. All identified pupils with lower than 96% attendance will have made an improvement in their attendance and therefore be missing fewer lessons.
3. 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. Parental/carer engagement for parent/carer evening to be at least 90%
4. Quality first teaching is consistently delivered, in all subjects to a high standard.	Progress is at least good in all subjects across the primary curriculum and a positive progress score at the end of KS2. Attainment data is at least as good as national.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train all teachers in Oracy/progression based strategies to secure structured opportunities for	Oracy has a strong evidence base on pupil efficacy and self motivation enabling improved communication and confidence	1, 4

speaking, listening and communicating.	Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions Research from Voice 21	
CPD for all class based staff to plan and teach key knowledge, vocabulary and retrieval through a clearly identified progression.	Use of questioning and retrieval develops pupil retention and facilitates connections across learning Education Endowment Foundation Teaching and Learning Toolkit - Feedback EEF Guidance Report - Teacher Feedback to improve pupil learning Education Endowment Foundation Teaching and Learning Toolkit - TA interventions EEF	1, 4
CPD and resources for all class based staff to plan and teach modelling and scaffolding.	Use of modelling and scaffolding to improve pupil learning. Class based resources bought to support modelling and scaffolding. Three Bridges Primary School, Southall and the impact and success in school based research on Anchor Charts. Foundation Teaching and Learning Toolkit - Metacognition and self regulation EEF Guidance Report - Metacognition and self-regulated learning	1, 4
CPD for instructional coaching. William and Leahy's 'Five Formative assessment strategies in action' purchased for all staff. £150	Improve teaching practices, enhance student learning outcomes, and foster professional growth among staff. EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 4
External Literacy Consultant to work with English leaders.	Education Endowment Foundation Teaching and Learning Toolkit - Feedback	1, 4

<p>CPD with External consultants to deliver training on High expectations for all.</p>	<p>Feedback EEF Guidance Report - Teacher Feedback to improve pupil learning Education Endowment</p> <p>Foundation Teaching and Learning Toolkit - Metacognition and self regulation EEF Guidance Report - Metacognition and self-regulated learning</p> <p>Sharing effective practice through the Evaluate My School network.</p>	
<p>Kapow Wellbeing curriculum package (£200) purchased to enhance support and understanding for children in whole class settings.</p>	<p>Understanding and teaching of wellbeing strategies is linked to lower levels of pupil absence and impacts on engagement.</p> <p>EEF - evaluation of a wellbeing programme</p>	4
<p>Shared and Guided Reading training through external courses, development of year group reading leads in school. £1000</p> <p>Purchase high quality reading materials.</p>	<p>Education Endowment Foundation toolkit - Reading comprehension (GR and SR) strategies</p>	1, 4
<p>Additional LSA in FS £15,200</p>	<p>To provide targeted support to PP children to close the gap before KS1.</p> <p>Focus on talk in early years ensures gaps close in language development.</p> <p>Education Endowment Foundation - Feedback Education Endowment Foundation - Using your Pupil Premium Fund effectively</p> <p>Education Endowment Foundation Early Years Toolkit- Communication and Language Approaches</p>	1, 3,4

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of Social and emotional learning. (ELSA support) £21,360	There is sound evidence linking childhood social and emotional skills with better outcomes at school.	3
LSA Training on effective support to quality first teaching and across MAT CPD on AFL.	<p>Targeted interventions and training are an effective method to support lower attaining children.</p> <p>LSA meetings used for CPD.</p> <p>Education Endowment Foundation toolkit - Reading comprehension (GR and SR) strategies</p> <p>Education Endowment Foundation toolkit - Phonics</p> <p>Education Endowment Foundation toolkit - TA interventions EEF</p> <p>Sharing effective practice through the Evaluate My School network.</p>	1, 4

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

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased communication with parents and physical rewards and	Attendance must improve to enable children to maximise their learning time in school and to accelerate	2

<p>motivators for pupils who are identified as having low attendance or engagement with School. (Attendance Officer- £10,000)</p>	<p>progress so that attainment is at age related or better.</p> <p>Increased number of parents engaging with Class Dojo.</p> <p>Principles of good practice set out in the DfE's Improving School Attendance</p> <p>Education Endowment Foundation - Behaviour Interventions.</p> <p>Evaluate My School report and Peer support and challenge Meetings for Attendance.</p>	
<p>£400 Prioritised and subsidised access to cultural enrichment opportunities for Pupil Premium children.</p>	<p>Pupils in receipt of Pupil Premium will be supported via payment plans to go on school trips.</p> <p>Pupils in receipt of Pupil Premium will be prioritised for places on school sporting opportunities and cultural & arts events.</p>	3
<p>£500 Subsidised gifted pre-owned School uniform and school equipment.</p>	<p>Pupils have an increased sense of community and the reduced salience of economic inequality.</p>	3
<p>£20,000 Contingency fund for acute issues and additional LSA if required.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £84,500

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.

March Review:

All LSA's were given further Reading training in September. All staff received high quality CPD on 'High expectations for all' with Jo Puttick in early January. Pupil premium children have been prioritised for additional phonics and reading sessions. All pupil premium children have been given priority over chromebooks to ensure they can easily access accelerated reader quizzes in school and complete their homework.

The ELSA support assistant continues to prioritise our Pupil Premium children. Baseline assessments, observations and discussions with pupils and families have identified that social and emotional issues have successfully improved and there are less children needing additional support.

End of year review:

Three 'Walkthrus scaffolding' CPD sessions were delivered to staff in April.

All Pupil premium children in Foundation stage visited Brooksby farm.

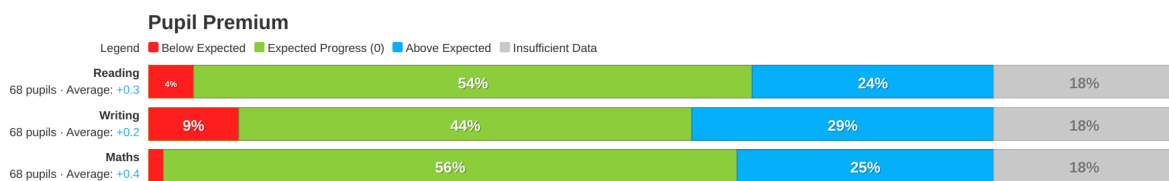
All pupil premium children in years 1 and 2 visited Tropical Bird Land.

All pupil premium children in year 6 attended the Warning zone trip.

Increase from 37% to 60% of Pupil children in year 6 went to the Beaumanor residential.

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

Progress Overview for Pupils (from 2023-2024) who are pupil premium – 2023-2024 Autumn to 2023-2024 Summer Main Assessment Print



The additional reading sessions to target disadvantaged pupils in Year 6 also shows good progress.



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 pupil?	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.