

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
Number of pupils in school	401 (420 max)
Proportion (%) of pupil premium eligible pupils	27% - 109 Pupil Premium 4% - 16 – Service 0.75% - 3 - LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lee Pajak (HT)
Pupil premium lead	Lee Pajak (HT)
Governor lead	Laura Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,638
Recovery premium funding allocation this academic year	£15,225
National Tutoring Funding	£11,947
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£149,820

Part A: Pupil premium strategy plan

Statement of intent

At Kingsway Primary School, we are passionate about supporting all children to make the best possible progress in all areas of their lives. We know that the quality of teaching, the provision of effective, targeted support and the removal of barriers to effective learning are key tenets in achieving this aim.

We make effective use of research combined with a detailed knowledge and analysis of our own context to equalise and maximise the opportunities and progress of all our children, particularly those that experience disadvantage.

Our existing support strategies have a clear and demonstrable impact upon pupil progress:

- a structured, coherent and progressive curriculum that focuses on the development of communication and language – an area of need for many children at our school
- high-quality training for staff on learning strategies that support all children as well as dedicated training on frequently encountered educational needs particularly:
communication and interaction and communication and language
- targeted deployment of other adults in the classrooms and specific training so that they are better equipped to meet the needs of individual or small groups of pupils. This is particularly in the areas of early reading as well as scaffolding support for pupils in lessons
- the implementation of targeted interventions designed to support the emotional needs of pupils across the school
- attendance support from a dedicated attendance officer
- high quality pastoral support including drawing and talking therapy; Thrive; bereavement support and Lego therapy.

As a school we are committed to monitoring the impact of the work that we do; we use an evidence-based approach to adapting our provision on a termly basis to assess what's working best to meet the individual and collective needs of pupils, particularly those who experience disadvantage.

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 that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 is also integral to wider school plans for education recovery, notably in its targeted support through the additional funding provided for catch-up provision and programmes such as the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 SEND	Large percentages of children in receipt of pupil premium also have special education needs. This is lowest in Year 1 where 25% have SEND and highest in Year 5 where 62% of the children in receipt of PP also have SEND. Observation of learning, analysis of an ambitious and coherent curriculum offer, as well as progress made all indicate good outcomes of children with SEND. However, this aspect is a significant challenge for the school and needs to remain as a high priority.
2 Reading	Children's low starting points on entry to school in speaking and listening and literacy coupled with lack of engagement from home from some families means that the teaching of early reading must be as strong as it possibly can be for our children. Additional resources need to be directed towards this area to ensure children remain on track. In addition to this, current data shows that we have no children in year 1 or 2 working at the greater depth standard.
3 Y1 and R (20/21)	In our current year 1 cohort, children in receipt of pupil premium are being outperformed by their peers in reading, writing and maths; this is evident from data and observations of children in class. It is likely that this is, in

	part, due to the impact of Covid lockdowns in the academic year 2020-21.
4 Writing	No children in receipt of Pupil Premium funding achieved Greater Depth Standard in writing in Years 2 and 3 in 2020/21.
5 C&I	In the youngest years, children's communication and language difficulties are strongly evident and, across the school, communication and interaction SEND needs accounts for 48 pupils.
6 Cultural capital	Restrictions required as a result of covid have impacted all children's extended school experiences. Disadvantaged pupils are routinely more greatly affected by attendance of school trips and residential and therefore miss out on formative life experiences. Of the 9 children that did not attend the Year 6 residential, 8 were in receipt of PP funding.
7 Pastoral	Life experiences, including those during lockdowns, have impacted on children's mental and emotional well-being. Vulnerable pupil meetings evidence increased need for focused and targeted support from recognised pastoral programmes. 38 children received support in 2020/21 from these programmes of which 23 were pupil premium. There is increased attendance of children at Early Birds club to reduce anxiety of attending school.
8 Behavioural	Where more extreme behaviours occur, there is a greater percentage of children with SEND and PP. Although numbers are small, all children who received suspension from school have identified SEND and, in 2020/21 58% were in receipt of pupil premium funding.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. BPVS Standard assessments explored. Pupils have more opportunities to perform and speak in front of an audience
Improved reading attainment among disadvantaged pupils.	End of year formal assessments evidence all children with PP without SEND achieve in line with their peer groups at both EXS and GDS level End of year formal assessments evidence good or better progress for 90% of all pupils with SEND Rapid progress is made and gaps in learning / knowledge are closed in year groups that have been most strongly affected by interruptions to learning caused by the pandemic
Improved writing	End of year formal assessments evidence all children with

attainment for disadvantaged pupils.	<p>PP without SEND achieve in line with their peer groups at both EXS and GDS level</p> <p>End of year formal assessments evidence good or better progress for 90% of all pupils with SEND</p> <p>Rapid progress is made and gaps in learning / knowledge are closed in year groups that have been most strongly affected by interruptions to learning caused by the pandemic</p>
Improved maths attainment for disadvantaged pupils.	<p>End of year formal assessments evidence all children with PP without SEND achieve in line with their peer groups at both EXS and GDS level</p> <p>End of year formal assessments evidence good or better progress for 90% of all pupils with SEND</p> <p>Rapid progress is made and gaps in learning / knowledge are closed in year groups that have been most strongly affected by interruptions to learning caused by the pandemic</p>
The emotional well-being of pupils is high and sustained	<p>Outcomes evidenced by termly reports produced by the pastoral lead / SENDCo evidence, through the Boxhall Profile, pupil voice and teachers' observations, that:</p> <ul style="list-style-type: none"> • Pastoral programmes on offer meet the needs of pupils • Pastoral programmes are delivered effectively • Children's mental health and well-being improve • PP children feel safe and happy – evidenced in excel analysis see curriculum, PSHE, 5 ways to well-being
There is a reduction in the number of suspensions from school	<p>Behavioural needs of pupils with high levels are of challenge are met through deployment of both internal and external support leading to reduced numbers and frequency of external and internal suspensions</p>
All children experience an extended and rich learning offer that enhances their cultural experiences	<p>All children experience a wide range of visits both to and from the school that enhance their learning, knowledge and life experiences</p> <p>Where parental choice is a barrier to inclusion, alternatives are explored and offered where appropriate</p> <p>The representation of disadvantaged pupils is in line with demographic across enriching provisions: e.g.: school council, playleaders</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 74,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and release will be provided to allow all teachers to prepare, respond to and enhance the quality of their teaching by removing barriers to learning; focusing on effective provision; demonstrating modelling and cognitive approaches; ensuring strong progress is made across all curriculum areas.</p> <p>The use of pacing documents in phonics, reading, writing and maths across the school will enable teachers to provide targeted support and be fully aware of the progress that children should be making. It will enable both keep up and catch up principles to be applied effectively.</p>	<p>Covid Support Guide for Schools – EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p> <p>Reading comprehension strategies – very high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Metacognition – very high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Peer tutoring – high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>All</p>
<p>Teachers will be highly skilled in</p>	<p>High impact for very low cost</p>	<p>3, 4</p>

<p>teaching of writing through the inclusion of internally and externally trained experts employed at the school in phonics; KS1 and KS2 Local Authority moderation</p> <p>The use of picture books will be developed this year to enhance the school's provision.</p> <p>Teaching partners will be paid to attend training.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Purchase and make effective use of testing processes that identify the needs of SEND pupils in maths and reading.</p> <p>Ensure teachers are highly competent at assessing writing across year groups to enable precise identification of need.</p> <p>Provide training by staff who are local authority moderators to upskill all teachers.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4
<p>Develop the quality of talk to enable and enhance learning across the school from N to Y6 through: embedding the Primary Talk Programme and Voice 21 Project; make a Love of Language a curriculum driver for the school.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>We will access stage 2 of the Voice 21 project which involves working alongside an external consultant to implement voice 21 strategies at curriculum level.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://voice21.org/work-with-us/</p>	5
<p>Commitment to ensuring that our approach to phonics is being followed rigorously and with fidelity throughout EYFS and KS1 with resources that give children the best possible start in reading. Catch up support is in place where needed.</p> <p>Release of phonics lead to work with Mangotsfield Phonic Hub to ensure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment</p>	1, 2, 3

high standards are met.	Foundation EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance by participating in the GLOW maths hub programme.</p> <p>Teachers in R, 1, 2 and 4 to be involved in the 'mastering number' programme.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Very high impact for very low cost</p> <p>Early numeracy approaches aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts. Activities in this area might be structured, for example through programmes designed to develop children's 'number sense'</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 3
<p>Engage in the Gloucestershire Healthy Living and Learning programme.</p> <p>Ensure school expertise to improve the quality of social and emotional (SEL) learning.</p> <p>Refine the quality of assessment of pastoral provision through the use of the Boxhall Profile</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	7, 8
<p>Provide support to address high-level behavioural needs through input from external local experts in specialist provision.</p> <p>Provide additional training to staff in</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour</p>	8

managing high-needs behaviour at lunchtimes and for children with communication and interaction difficulties.	and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Talk boost	Communication and language development Very high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1 and 5
Reading Reading intervention – 1:1 and small group (HH) Phonics Additional capacity	One to one tuition – high impact for moderate cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition – moderate impact for low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Writing programme Handwriting Colourful semantics	Feedback – very high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3 and 4
Maths – Revising of Number Stacks	Teaching partner interventions – moderate impact for moderate cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

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

Budgeted cost: £ 30,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour: personalised support for children with highest need	<p>Moderate impact for low cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <ul style="list-style-type: none"> Introduction of RP non-verbal strategies and visuals has been supportive of children with SEND leading to reduction of incidence for specific children. 	7 and 8
Pastoral provision: Bespoke programmes from trained learning mentors to support individuals	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</p>	7
Pastoral provision / attendance support Early Birds Club		
Attendance Officer Implement known strategies and refine practice to ensure high levels of attendance from all	<p>Poor attendance has a significant impact on pupil performance, well-being and life chances.</p> <p>The EEF state: evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	7
Parental engagement	Moderate impact for moderate cost	1, 2, 3, 4, 7, 8

<p>Increasing parents' opportunity to engage in productive talk, managing behaviour, reading and maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Actively involving parents in supporting their children's learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example, through schools appointing a family liaison that work with parents through either home visits or other targeted approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	
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Total budgeted cost: £149,820

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 2020 to 2021 academic year.

The analysis from last year is available on the school website at:

<https://usercontent.one/wp/kingswayprimary.org.uk/wp-content/uploads/2021/10/Pupil-Premium-Strategy-Kingsway-2021-July-review-for-website.pdf>

Detailed analysis termly pupil performance and further analysis of pupil premium attainment and progress evidence strong progress and attainment for all children in receipt of pupil premium funding where SEND is not an additional factor.

Detailed analysis is available on the school website.

Last year's 'Allocation of catch up funding plan' evidences impactful development in the following areas:

1. **Supporting great teaching:** adaptation of curriculum plans in response to gaps; increased confidence and ability to deliver online learning linked to pupil engagement and success; impactful reading comprehension training; impactful maths training – using manipulatives; oracy programmes resulted in good application of skills across Early Years.
2. **Pupil Assessment and feedback:** refined approaches that are suited to remote feedback; highly positive feedback from parents about support and engagement during lockdown; ongoing monitoring of provision
3. **Transition support:** continued strong attendance and processes to reduce children's anxiety
4. **One to one and small group tuition** – reading focus: highly impactful progress evident in phonics groups; maths: number stacks and numicon implemented with good impact and success; Talk boost impactful for children in R and Y1.
5. **Pastoral support:** door-step visits to support targeted pupils; specific therapeutic interventions (Toucan therapy); high numbers of pupils supported in school and remotely with bespoke programmes based on Thrive approaches.
6. **Additional teaching capacity:** supporting children's writing development targeted at gaps in Year 4.
7. **Increased access to technology:** providing addition computing resource for children to use remotely; high levels of engagement; effective support for teachers that are new to teaching;

8. **Attendance of pupils:** this remained positive in comparison to national data and engagement of pupils in remote learning was high. Disadvantaged pupils' attendance continued to remain high and within 1.5% of others' attendance. The lowest attending group was SEND (non-EHCPs) which impacted the overall PP attendance figure.

A full report is available on the school website at:

<https://kingswayprimary.org.uk/wp-content/uploads/2022/01/Catch-up-funding-spend-against-EEF-framework-2020-2021-final.pdf>

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
Voice 21	The Voice 21 Oracy Project
Spelling Shed	Ed Shed

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

A detailed overview of the school's use of service premium can be found in section E of the action plan on the school website:

<https://usercontent.one/wp/kingswayprimary.org.uk/wp-content/uploads/2021/10/Pupil-Premium-Strategy-Kingsway-2021-July-review-for-website.pdf>