

Pupil premium strategy statement review of 2021 22

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) - 399
Proportion (%) of pupil premium eligible pupils	27% - 109 Pupil Premium 104 (25%) 4% - 16 – Service 3.5% - 14 0.75% - 3 – LAC 0.5% - 2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 – 2022 2022 - 2025
Date this statement was published	December 2021 December 2022
Date on which it will be reviewed	July 2022 September 2023
Statement authorised by	Lee Pajak (HT)
Pupil premium lead	Lee Pajak (HT)
Governor lead	Laura Gardner Ann Corbin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,638 £146,495
Recovery premium funding allocation this academic year	£15,225 £14,500
National Tutoring Funding	£11,947

	£15,552
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, communication and language and neurodiversity
- 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 and a whole school approach to mental health support from a trained champion
- 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.

In line with research evidence from the Education Endowment Foundation, 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 when 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	<p>Large percentages of children in receipt of pupil premium also have special education needs. This is lowest in Year 2 where 8% have SEND and highest in Year 5 where 75% 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.</p> <p><i>This element has not changed and continues to be a key priority for the school. The school's provision for pupils with SEND was identified as a strength during Ofsted 2022:</i></p>

	<ul style="list-style-type: none"> • <i>Pupils benefit from an ambitious curriculum. The strength of this lies in how it is matched to the needs of the pupils. As a result, pupils achieve well and are prepared for the next stage of their education, including in the early years foundation stage (EYFS).</i> • <i>Senior leaders have ensured that there are effective systems in place to enable pupils to enjoy and achieve, including high-quality, tailored support for pupils with SEND.</i>
2 Reading	<p>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.</p> <p><i>Outcomes and review summer 2022:</i> <i>Early Reading is effective as evidenced by Ofsted during their visit in February:</i></p> <ul style="list-style-type: none"> - <i>Ofsted recognised central role played by reading in the curriculum and identified next steps for further improvement, which are being addressed:</i> - <i>Leaders promote reading well. They know this is the 'gateway' to enable pupils to be successful. Reading is a prominent part of pupils' learning. In the EYFS, leaders and staff have established a strong focus on reading. For example, through the curriculum children begin to recognise sounds and enjoy books with adults in the Nursery. As the children grow, they learn to love reading. Pupils understand the importance of this in their lives. Leaders have ensured that there is an effective phonics programme in place. As a result, most pupils learn to read fluently by the end of key stage 1. Those who fall behind are given the right support to catch up. However, in some cases, phonics books are not matched consistently to the sounds that pupils are learning or already know. For some pupils, this interrupts their fluency and comprehension which holds them back.</i> <p><i>Expertise has grown in the school and is recognised beyond the school:</i> <i>Leaders are highly skilled and knowledgeable about the teaching of reading: Phonics specialist accredited and employed externally by Mangotsfield Hub; 3 LA writing moderators</i></p> <p><i>Results are strong and significantly above national:</i></p> <ul style="list-style-type: none"> - <i>The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (87%) was significantly above national and in the highest 20% of all schools in 2022. There were 5 pupil(s) that</i>

	<p>were screened in Year 2 in 2022; 3 of those met the expected standard (IDSR)</p> <ul style="list-style-type: none"> - Pupil Premium results were higher than non-pupil premium: 93% achieved the expected standard (internal data) - 100% of children passed PSC in Year 2 (internal data – IDSR has error) - Reading progress from KS1 to KS2 was significant above national (compared to other years, where this has been below or significantly below)
3 Y1 and R (20/21)	<p>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.</p> <p><i>The school's overall data is very positive with standards being higher in almost all areas despite the pandemic. This picture is reflected in the younger years. Overall data for Year 1 and Reception was strong: EYFS GLD above national and local; and, the area of biggest progress has been speaking and listening. Our curriculum offer has included Primary Talk and daily use of 'Book Talk' which includes 'Colourful Semantics'; alongside SALT support for those who need it, this has had a significant impact on progress.</i></p> <p><i>In Year 1:</i></p> <p><i>In phonics:</i></p> <ul style="list-style-type: none"> - Pupil Premium results were higher than non-pupil premium: 93% achieved the expected standard (internal data) <p><i>In reading and maths:</i></p> <ul style="list-style-type: none"> - PP children performed slightly higher than non-pp children at EXS+ standard <p><i>In writing:</i></p> <ul style="list-style-type: none"> - PP children were very slightly below non-PP children at EXS+ but GDS standards were very slightly higher
4 Writing	<p>No children in receipt of Pupil Premium funding achieved Greater Depth Standard in writing in Years 2 and 3 in 2020/21.</p> <p><i>Outcome summer 2022:</i></p> <p><i>There has been evidence of improved writing at GDS standard across the school, particularly in older years. However, the GDS standard in Y2 and 3 is still elusive and has been notably affected by the pandemic. There continue to be no children who achieved the GDS standard in writing in Years 2 and 3 this year.</i></p>

	<p><i>Writing data is still low, especially compared with reading data which is now strong. Key areas of development include handwriting and writing at length.</i></p>
5 C&I	<p>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.</p> <p><i>Outcome summer 2022:</i></p> <p><i>Reception: The area of biggest progress has been speaking and listening. Our curriculum offer has included Primary Talk and daily use of 'Book Talk' which includes 'Colourful Semantics'; alongside SALT support for those who need it, this has had a significant impact on progress.</i></p> <p><i>Use of Primary Talk strategies are coupled with Voice 21 Project evidence central role of speaking and listening in the school. Evidenced by feedback on 20th September 2022.</i></p> <p><i>The Communication Mark has also been achieved by the Nursery team, which further supports children's communication and language development prior to starting in Reception.</i></p> <p><i>Children make good progress in language development, early phonics and early maths as a result of consistent, well-planned carpet sessions in nursery.</i></p>
6 Cultural capital	<p>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.</p> <p><i>Outcomes:</i></p> <p><i>More trips have become available and all who wish to attend have been able to do so.</i></p>
7 Pastoral	<p>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.</p>

	<p><i>Outcomes 2022:</i> <i>Number of children that accessed formal pastoral support: 65 of these 41 were pupil premium, which is an increase from previous years. The number of children in need of pastoral support has increased: some of this need can be met through EHCP funding.</i></p> <p>Interventions:</p> <ul style="list-style-type: none"> • <i>Make me a superhero - Resilience</i> • <i>Counting Sleep – Improving sleep quality and bed time routines</i> • <i>Fireworks in my tummy – Managing feelings of anger</i> • <i>Stop Bugging me – Managing anxiety</i> • <i>Happy in my skin – Improving self-esteem</i> • <i>General mentoring</i> • <i>Social skills groups</i> • <i>Lego Therapy</i> • <i>Thrive</i> • <i>Muddles and Puddles - bereavement</i> <p>External support provided:</p> <ul style="list-style-type: none"> • <i>Families First</i> • <i>Barnardos</i> • <i>Young Minds Matter</i> • <i>TiC+</i> • <i>Toucan Play Therapy</i> • <i>YES Mentoring</i> • <i>CCP</i>
<p>8 Behavioural</p>	<p>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.</p> <p><i>Outcome 2022:</i> <i>In the vast majority of cases, children receiving suspensions are in receipt of PP funding and have SEND. Individuals are supported highly effectively and suspension are always justified as a last resort. The school has invited close scrutiny of the approaches by external partners (LA, Ofsted and Governors) all of whom have praised the school for its efforts in supporting children to reduce and avoid suspension and exclusion.</i></p>

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.	<p>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</p> <p><i>Outcome 2022: Ofsted spoke positively about the Love Of Language driver being evident in practice. Voice 21 Project feedback evidences successful first year of programme during review.</i></p>
Improved reading attainment among 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: <i>Achieved at EXS level across all year groups; not achieved so well at GDS.</i></p> <p>End of year formal assessments evidence good or better progress for 90% of all pupils with SEND: <i>Achieved in all year groups except year 4.</i></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 <i>Interventions were proved highly effective as evidenced by progress measures at KS2; KS1 attainment results and phonics results.</i></p>
Improved writing 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: <i>attainment at EXS is improved but continues to lag behind non PP.</i></p> <p>End of year formal assessments evidence good or better progress for 90% of all pupils with SEND: <i>achieved.</i></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 <i>Progress measures strong at KS2.</i></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: <i>Varies according to year group – see specific data set.</i></p> <p>End of year formal assessments evidence good or better progress for 90% of all pupils with SEND: <i>progress is strong across all year groups with 100% making good or</i></p>

	<p><i>better progress in years 1 – 4. Years 5 is below the target set but this year group has a very high number of EHCPs.</i></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 <i>Progress is evident across the school. KS2 exit data – top 20% nationally for first time.</i></p>
<p>The emotional well-being of pupils is high and sustained</p>	<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 <p><i>Outcomes: high numbers of pastoral provisions in place to support range of needs. Early Birds is effective in supporting attendance and reducing anxiety for some children.</i></p> <p><i>Ofsted found children to feel safe, supported and happy at school.</i></p>
<p>There is a reduction in the number of suspensions from school</p>	<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> <ul style="list-style-type: none"> • <i>Outcomes: the number of exclusions and suspensions for the school is For the whole school, the rate of total suspensions (1.5%) was in the highest 20% in 2020/21 as well as in 2019/20.</i> • <i>For the whole school, the rate of repeat suspensions (0.7%) was in the highest 20% in 2020/21 as well as in 2019/20.</i> • <i>Of the 6 pupils in the whole school with at least one suspension in 2020/21, 3 were suspended on more than one occasion and none received 10 or more suspensions during the year.</i> • <i>Of the 15 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: persistent disruptive behaviour (13), verbal abuse/threatening behaviour against an adult (2).</i> <p><i>There were two permanent exclusions from the school in 2021/22.</i></p>

<p>All children experience an extended and rich learning offer that enhances their cultural experiences</p>	<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> <p><i>Outcome: Opportunities to Experience is a key driver for the school and has been embedded in planning on a termly basis. Disadvantaged pupils are represented highly in all groups.</i></p>
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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 50%

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Covid Support Guide for Schools – EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	All
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.	Reading comprehension strategies – very high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Metacognition – very high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
	Peer tutoring – high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	

Commented [LP1]: Evidenced by RBL meetings held termly
Internal and external data + progress measures
Curriculum developments and reviews
Ofsted report
Curriculum design makes use of strategies for spaced retrieval

Commented [LP2]: Pacing documents in process and used with precision in maths and reading.
Curriculum progression documents are well achieved in writing.
Use of pacing documents needs to be explored more in writing where appropriate: eg writing

Commented [LP3]: Not yet included fully – follow through to new action plan

Commented [LP4]: Elements are used effectively within class such as mixed ability working in pairs. Continue to develop this element to enable better use of paired work in coaching between children

<p>Teachers will be highly skilled in 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>High impact for very low cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3, 4</p>
<p>Teaching partners will be paid to attend training.</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. Provide training by staff who are local authority moderators to upskill all teachers.</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>	<p>1, 4</p>
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>		
<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</p> <p>https://voice21.org/work-with-us/</p>	<p>5</p>
<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>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>1, 2, 3</p>

Commented [LP5]: 4 trained and qualified SP specialist employed outside of school BPN included

Commented [LP6]: Training provided and teaching sequences included in writing curriculum. Provision refined for coming year.

Commented [LP7]: Training programme included on staff meeting list

Commented [LP8]: Reading age and maths ages included

Commented [LP9]: LA moderation ensures knowledge Training provided each term

Commented [LP10]: Continue to develop in coming year

Commented [LP11]: Curriculum drivers identified as strength in Ofsted Curriculum planning identified drivers as underpinning elements

Commented [LP12]: Voice 21 training release provided for AHT – 3 days Additional training for supporting teachers SALT training provided for 2 staff

Commented [LP13]: Achieved and report provided

Commented [LP14]: Evidenced through learning walks, LA visits and Ofsted Results put school in top 20% for GLD and phonics at Year 1 100% pass at Year 2

Release of phonics lead to work with Mangotsfield Phonic Hub to ensure high standards are met.	Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance by participating in the GLOW maths hub programme.	Very high impact for very low cost	1, 3
Teachers in R, 1, 2 and 4 to be involved in the 'mastering number' programme.	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'	
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).	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Engage in the Gloucestershire Healthy Living and Learning programme.	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)	7, 8
Ensure school expertise to improve the quality of social and emotional (SEL) learning.		
Refine the quality of assessment of pastoral provision through the use of the Boxhall Profile		
SEL approaches will be embedded into routine educational practices		

Commented [LP15]: Additional funding of £1400 received by the school from this work
School supporting others in their practice

Commented [LP16]: Continued development of maths subject leaders. Again, seen as a strength during Ofsted. Continuity built in leadership with subject leader departing

Commented [LP17]: Took part in this – good results seen in Years R, 1 and 2

Commented [LP18]: Provided

Commented [LP19]: Supported by Lead Pastoral provision identified as strength by Ofsted
Questionnaires conducted and applied
Response to Covid analysed by Gobs – very high results

Commented [LP20]: As above. Additional training completed on key areas of development and continuing in new year.

Commented [LP21]: Boxhall profiling used by pastoral team. Greater need to ensure effectiveness is evaluated.

and supported by professional development and training for staff.		
Provide support to address high-level behavioural needs through input from external local experts in specialist provision.	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)	8
Provide additional training to staff in managing high-needs behaviour at lunchtimes and for children with communication and interaction difficulties.		

Commented [LP22]: Extensive training provided by PSHE and Pastoral lead
Effective handover to new pastoral lead

Commented [LP23]: Links with alternative provision used and applied to support children with high need. Governors trained (3) on Exclusions

Commented [LP24]: Training provided to lunchtime staff on behaviour management and updated behaviour policy
External training on peer mediation
Play leader has supported play provision

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

Budgeted cost: £ 45,186 30%

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 –	Teaching partner interventions – moderate impact for moderate cost	1

Revising of Number Stacks	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,124 20%

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
<p>Pastoral provision: Bespoke programmes from trained learning mentors to support individuals</p> <p>Pastoral provision / attendance support Early Birds Club</p>	<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
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

Commented [LP25]: Individual plans in place for children

Commented [LP26]: Termly report from pastoral team evidenced in HT report.

Commented [LP27]: AO attends LA briefings to ensure best practice is followed.
AO reports termly on attendance data and actions.

Area of high focus given number of children at PA category.

Commented [LP28]: Now included in HT report termly

<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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Commented [LP29]: Pastoral team have engaged parents' with Early Help Teams and have sent for parenting programmes.
See Pastoral Reports.

Total budgeted cost: £149,820

Part B: Review of outcomes in the previous academic year 2021 / 22

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from these tests are pleasing; despite the pandemic, the school has secured its strongest data set ever and has moved from being significantly below to significantly above in progress measures for reading, writing and maths as well as performing in the top 20% of schools in phonics. These results are testament to the work undertaken during the pandemic and are a great cause for celebration.

Overall attainment data is broadly in line with national and regional: slightly above in reading and maths and slightly below in writing. Writing continues to require focus and the gap between disadvantaged pupils and their peers is greater than in other subjects; this is also the case at the greater depth standard, particularly in writing.

Ofsted recognised in the school's proactive response to need: Pupils, including those who attend the early bird club, start each morning positively. Pupils say that bullying is rare. If any issues occur, staff usually resolve them swiftly

Pupils benefit from an ambitious curriculum. The strength of this lies in how it is matched to the needs of the pupils. As a result, pupils achieve well and are prepared for the next stage of their education, including in the early years foundation stage (EYFS).

Senior leaders have ensured that there are effective systems in place to enable pupils to enjoy and achieve, including high-quality, tailored support for pupils with SEND.

Leaders make pupils' personal, social and emotional development a priority. There are a range of activities designed to raise pupils' confidence and self-esteem. Members of the pastoral team work closely with teachers and other staff to help pupils overcome challenging personal situations. As a result, pupils learn to adapt and take responsibility for their actions. Pupils gain resilience and independence through the curriculum

Attendance data during the year has remained in line or slightly above national. However, disadvantaged pupils continue to be more greatly affected than non-disadvantaged pupils, as is evident nationally, and this remains an area of focus for the school.

Suspensions and exclusions are higher than national. Although considered appropriate and a last resort in each case, the school is not complacent and continues to identify this as an area of focus.

Detailed analysis of 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.

Last year's outcomes were effective in supporting 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: mastering number programme; oracy programmes resulted in good application of skills across Early Years and acquisition of the Communication Mark in Nursery as well as completion of year 1 of the Voice 21 Project.
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; success with writing programmes leading to improved outcomes at KS2; Talk boost impactful for children in R and Y1.
5. **Pastoral support:**; specific therapeutic interventions (Toucan therapy); Yes Mentoring; Young Minds Matters referrals; Outreach support from Alternative

Provision settings; high numbers of pupils supported in school with bespoke programmes based on Thrive approaches.

6. **Additional teaching capacity:** supporting children's writing development targeted at gaps in Year 5 and 6; phonics groups; handwriting groups and catch-up funding used.
7. **Increased access to technology:** providing additional computing resource for children to use remotely; high levels of engagement; effective support for teachers that are new to teaching;

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>