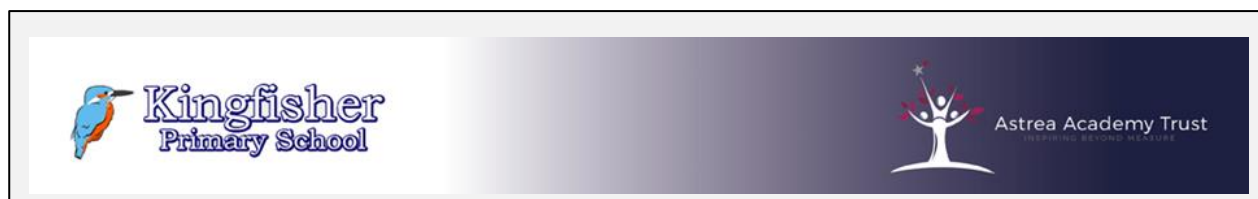


Pupil premium strategy statement



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	Kingfisher Primary
Number of pupils in school	364+ FS1
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -24
Date this statement was published	October 2021
Date on which it will be reviewed	Annually September 2022
Statement authorised by	A. Parsons
Pupil premium lead	A. Parsons
Governor / Trustee lead	D Muddiman-Rawlins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,850
Recovery premium funding allocation this academic year	£34,900
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	£209,750

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve to their full potential in an environment that provides bespoke opportunities relevant to them within the community and context that they live. This includes progress for every child every day.

We will consider the challenges faced by all pupils, including those that we have identified to be more vulnerable than their peers, this may include pupils who have a social worker and young carers.

Effective and creative teaching is central in our approach at Kingfisher, this relies on the skill and expertise of all adults working with children to use rigorous analysis of outcomes which identify areas requiring a focus and additional intervention. This approach has the greatest impact on progress and attainment for all pupil groups including those at a disadvantage. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also acknowledges the impact of the catch-up funding on the wider school plans for educational recovery in its targeted support of identified groups of pupils whose education has been impacted on throughout the last 12 months including disadvantaged and non-disadvantaged pupils.

Our approach will be responsive to the challenges and individual needs identified through rigorous data analysis, teacher feedback linked to outcomes in books and assessments. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID-19 has meant that the gap has widened for a number of PP children in reading and writing. This is evident through assessments, pupil discussions and outcomes in books. Vocabulary, both in spoken and written outcomes, reflects the disrupted opportunity pupils have experienced during the last 12 months at times the language used doesn't demonstrate the depth previously seen.
2	Children's understanding and application of mathematical vocabulary impacts on their ability to reason and problem solve this can clearly be seen both during practical reasoning lessons where children at times struggle to articulate their understanding of a mathematical task. Without support some children don't refer to prior skills knowledge which would support reasoning outcomes.
3	External factors may impact on children's social, emotional and mental health this has been evidenced through 1:1 conversations, Boxall profiles, the work of external professionals and staff conversations which have identified where pupils are struggling to adjust back to the routine of school and the expectation of learning which at times has led to a small number of pupils needing additional support around their emotional well-being.
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than the non-disadvantaged pupils.</p> <p>Lower attendance and higher rates of persistent absenteeism for PP/disadvantaged children effects outcomes. Attendance for PP children increased from 92.9% in July 2020 to 94.4% at the end of July 2021. Attendance for non-PP children in July 2021 was 96.3%. Due to the pandemic, full national data sets are not available for comparison.</p>
5	Some parents are unsure how to effectively meet their child's needs this has been more evident throughout the last 2 years due to the fact that as a school, parent workshops, parent drop in sessions and 1:1 parenting coaching has not been able to take place leaving families with an increased disconnect between school and home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes in reading and writing for PP children	Continue to improve teaching and learning across the school, leading to improved academic outcomes: To increase combined outcomes at the end of Y6. For all PP children to make at least expected progress in reading and writing. To close the gap between PP and non-PP children in all year groups.
Children to have a deeper understanding of mathematical language and are able to utilise this knowledge in reasoning/problem solving.	A greater number of PP children achieve greater depth across school. Increased maths outcomes and a reduction between PP and non-PP children
Improved attendance to enable children to access learning.	Improved attendance rates to above July 2021 (94.4%) and reduced PA for PP children to below July 2021 (25.2%).
Parents confident in supporting their child's well-being and learning	Increased number of families engaging in school events/ activities.

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: £89K (42% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the teaching of comprehension throughout school by directly teaching specific skills linked to the reading domains. (£30K)</p> <p>To focus specifically on the teaching of spelling and vocabulary through weekly planning sessions with TH. (£10K)</p> <p>To implement the new yearly expectations document for English. Showing the sequence for writing and how this correlates with novel study. (£9K)</p> <p>The purchase of additional books across school to support reading for pleasure, reading across the curriculum, novel study and writing sequences. (£9K)</p> <p>The implementation and monitoring of RWI. (£12K)</p>	<p>In the EEF Attainment Gap report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvement. There is particularly good evidence around the potential impact of teacher professional development</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils – see Dfe report briefing for school leaders.</p> <p>There is a strong link between spoken language skills and learning. This link applies across many areas of learning, though poor language can have a devastating impact on literacy skills especially reading comprehension. There are equally strong links between speech, language and communication needs and children’s social and emotional development, with SLCN impacting long term on wellbeing and mental health. https://www.yjecommunicationtrust.org.uk/media/540327/tct-taking-about-generation-report-online.pdf</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group</p>	<p>1</p>

Weekly reasoning lessons in all year groups focusing on key reasoning skills. (£5K) Sharing of resources and support from JH (maths consultant) to ensure staff are confident in delivering high quality lessons. (£14K)	In the EEF Attainment Gap report , it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,500 (33% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality interventions to be undertaken by teachers/ TAs for target children including more-able children based on secure assessment outcomes identifying next steps. (£32K) Lexia reading programme to be use by all children in Y4 and identified groups in Y2 & Y3. (£2K)	To monitor and evaluate expected progress towards success criteria. In the EEF Attainment Gap report , it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment	1 & 2
Y6 tutoring programme To increase the number of pupils achieving ARE in all areas and greater depth in maths / reading at the end of KS2. To ensure all pupils make at least expected progress. (£28K)	EEF indicates that small group tuition can increase pupil's progress. Experienced teachers/support staff to deliver sessions. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that extending the school times makes a positive impact on academic outcomes.	1 & 2 (supporting 5)
TH Y6 tuition group focussing on Greater Depth reading/ writing (£6.5K)	EEF indicates that small group tuition can increase pupil's progress. Experienced teachers/support staff to deliver sessions. Evidenced that extending the school times makes a positive impact on academic outcomes.	1

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

Budgeted cost: £52,250 (25% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pastoral support tailored to children's individual needs.</p> <p>All staff to engage children in positive play in order to build positive relationships (£23K)</p>	<p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress (see EEF)</p>	3
<p>PSA/ admin staff to monitor children's attendance and follow up quickly on absences. First day response provision.</p> <p>EWO weekly meeting in school. (£10K)</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches for disadvantaged children</p>	4
<p>Calendar of projects to be devised by PSA supporting parental engagement.</p> <p>Telephone liaison (PSA) with families to provide support where needed. (£14K)</p>	<p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Engaging Parents (including a dedicated member of staff to provide outreach and support for parents and families) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing research which suggests an association between schools' engagement with parents and their performance (Sharples et al., 2011).</p>	5
<p>Support the funding of PP children to participate in after school clubs, residential visits etc (£5250)</p>	<p>School supported the cost for some children in order to attend the Y6 residential visit</p> <p>Other wider opportunity events which were subsidised by school include:</p> <p>Children's University/ after school clubs/ breakfast club</p>	3

Total budgeted cost: £209,750

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. Last year we received £141,225

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, in school data and tracking has been used to populate the impact section where possible.

Quality First Teaching for All

Strategic Approach 1: For all children to achieve improved outcomes for reading

- High quality CPD for all staff to ensure all pupils receive high quality first teaching throughout school (£30K)
- To further increase staff knowledge in developing children's confidence in spelling and vocabulary development (£5K)
- To continue to increase children's' attitude and resilience in reading (£9K)
- An increased number of children will achieve greater depth in writing at Y6 (£5K)

Highest achieved combined outcome at the end of KS2 of 73%. Overall, the Y6 cohort achieved 76% on track for reading and 73% on track for writing. Out of those percentiles, 19% achieved Greater Depth in reading and 14% achieved Greater Depth in writing following support from TH to carry out Greater Depth writing interventions.

Continued support by literacy consultant has led to a more consistent approach to vocabulary lead planning, resulting in quality vocabulary being evident throughout writing across school. Written outcomes in books continue to be of high quality.

Pupils' understanding of the purpose of writing, has continued to develop throughout the year, as a result of CPD opportunities with the Literacy team and literacy consultant.

Use of Iris and book looks show a consist approach to the teaching of reading from Y2-Y6 with quality text being used. Evidence on Iris shows high expectations within reading sessions, resulting in high engagement from pupils. Pupils respond well during sessions and are eager to contribute their ideas.

Pupils' attitude towards reading for pleasure continues to develop with pupils now choosing to read during break and lunchtimes.

The development of reading areas across school have contributed towards children's positive attitude towards reading for pleasure.

Work towards improving pupil independence will continue in the following year.

Strategic Approach 2: Children to have a deeper understanding of mathematical language and to be able to apply this knowledge through reasoning and solving word problems

- Continuation of language word wheels.
- Embedding opportunities for problem solving and reasoning within maths lessons.
- Continued support and CPD from maths consultant (£8K)

Language word wheels have been used on learning walls and in individual pupil books to further support children's knowledge and understanding of mathematical language.

CPD for maths led by NCETM has widened knowledge surrounding the teaching of maths and the core concepts, which has since been implemented into new maths curriculums across school.

A maths consultant has worked with staff to introduce the ready to progress documentation and has seen it used successfully in the classroom, with the small steps approach having a good impact on pupil progress. Staff felt confident in teaching through this documentation and reported all children being able to access the sessions.

Introduction of 'maths spot' allowed for more maths reasoning to be taught within the classroom. Children are becoming more familiar with mathematical vocabulary. Through weekly reasoning lessons and the use of stem sentences and word wheels. Greater depth (GD) maths interventions have also taken place.

Y2 – 15% GD

Y4 – 11% GD

Y5 – 7% GD

Y6 – 19% GD

End of KS2 GD percentage has improved from previous years

PP children achieving at ARE or above in maths:

Y1 – 63%, Y2 – 73%, Y3 – 48%, Y4 – 73%, Y5 – 52%, Y6 – 75%

Moving forward the school will continue to focus on the development of language within reasoning lessons and the use of stem sentences to further enhance children's explanations.

Targeted Support

Strategic Approach 3:

- Quality interventions to be undertaken by teachers/ TAs including fluency, 1st class @ maths etc. (£32,713)
- Lexia reading programme to be used in Y2, Y3 and Y4 (£1,151)
- Y6 tutoring programme (£2.5K)

A range of quality interventions were undertaken by teachers and support staff across school. The impact for all interventions is carefully monitored on year group provision maps and intervention plans.

- Y1 First class@maths – on average, pupils made 1.2 – 2.8 years progress over 6 months
- Precision teaching – average progress +24 words (6-week programme)
- Y6 1:1 arithmetic – average increase of +12 marks on 15:1 test
- Lexia – average progress +2 stages of the programme

All children in Y6 attended the after school tutoring sessions and achieved the following outcomes:

- Reading PP – 70% Non-PP – 74%
- Writing PP – 60% Non-PP – 74%
- Maths PP – 75% Non-PP – 77%

This year small group tutoring sessions will support identified children in specific areas of the curriculum.

Other Approaches

Strategic Approach 4: To ensure that PP children are able to make at least expected progress in lessons as their emotional, behavioural and social needs are supported.

- Provide pastoral support tailored to children's needs within each segment in conjunction with PSA support for families (£17,274)

Inclusion team staff have supported a number of key children in both KS1 and KS2 in order to ensure their social and emotional needs are met and subsequently enable them to access learning and make at least expected progress. In addition, Boxall profiles for key children show a positive impact.

Given the increased demands on social, emotional and mental health (especially linked to COVID), school will continue to use internal inclusion staff members as well as external professionals to support children's well-being.

Strategic Approach 5: To increase attendance, improve punctuality and reduce persistent absence for PP children.

- EWO weekly meeting in school with follow up actions (£5,700)
- Telephone liaison (PSA) with families to provide support where needed and family engagement activities (£13,387)
- Support the funding of PP children to participate in after school clubs, residential visits etc (£2,500)

Attendance for pupils in receipt of the pupil premium funding (PP) children increased from 92.9% in July 2020 to 94.4% at the end of July 2021. Attendance for non-PP children in July 2021 was 96.3%. Due to the pandemic, full national data sets are not available for comparison.

Telephone communication with families during lockdown and throughout the academic year 2020 – 2021 supported families in terms of well-being, accessing FSM vouchers, food parcels and also enabled over 90% of PP children to access online learning regularly.

Funding supported individuals/families to attend after school clubs and breakfast club where necessary however the Y6 residential did not take place due to COVID-19. All children in Y6 were provided with a leaver's sweatshirt, DVD and memory book funded by school.

There will be a continued focus on attendance next year for all pupils, especially the disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc.	Ruth Miskin
Lexia	Lexia Learning
First class@maths	Every child counts

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising our inclusion team to support the well-being of both children and families.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years and the impact it had on pupils and families.

We triangulated evidence from multiple sources of data including assessments, class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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

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