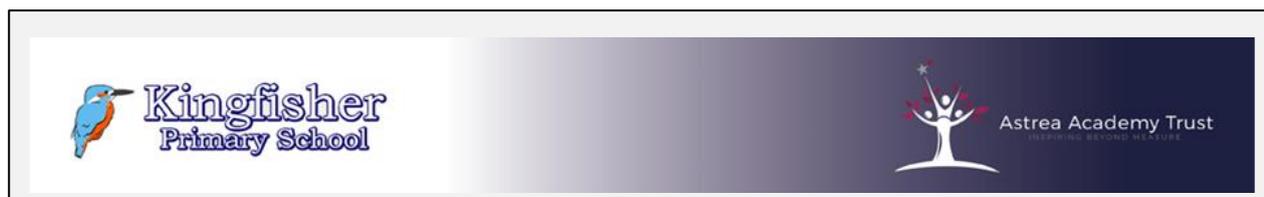


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Kingfisher Primary |
| Number of pupils in school | 361+ FS1 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 -24 (This year = 2022 – 23) |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | Annually September 2023 |
| Statement authorised by | A. Parsons |
| Pupil premium lead | A. Parsons |
| Governor / Trustee lead | J Machin |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £156,505 |
| Recovery premium funding allocation this academic year | £14,564.23 |
| 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 | £171,069.25 |

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 recovery premium funding on the wider school plans for educational recovery in its targeted support of identified groups of pupils whose education has been impacted on as a result of the pandemic 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 number of positive COVID-19 cases for all pupils, including PP children, 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 and 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. Children's lack of efficient mental methods can also hinder their understanding/progress. |
| 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 2022 was 93.2% and attendance for PP children was 91.9%.</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 2022 (91.9%) and reduced PA for PP children to below July 2021 (33%). |
| 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. Where allocated amounts are stated within the activity column, please note that these may be a contribution towards a wider cost.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,250K (50% of spend)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>For the teaching of reading to use the reading sequence consistently. Regular planning sessions with MM/TH. (£30K)</p> <p>To implement new spelling strategies so that spelling outcomes become more consistent through weekly planning sessions with TH. (£10K)</p> <p>To continue to use the Kingfisher sequence for writing From Y2 - 6. (£9K)</p> <p>To implement Get Writing within EYFS and Y1 RWI sessions. (£8K)</p> <p>Mentoring and coaching</p> <p>The continued implementation and monitoring of RWI. (£8K)</p> <p>Maths and literacy lead to attend pedagogy training/coaching sessions through Astrea and disseminate to all staff. (£5250)</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.vjecommunicationtrust.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> |
| | | |

| | | |
|---|--|----------|
| <p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Staff to understand and use the pedagogy around the use of mental methods to support reasoning. (£6K)</p> <p>Focus on variation theory along with derivation boards and same problem different method with input/ support from JH/maths lead. (£9K)</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 improvements...There is particularly good evidence around the potential impact of teacher professional development</p> | <p>2</p> |
|---|--|----------|

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

Budgeted cost: £42K (24.5% of spend)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---------------------------------|
| <p>Interventions to support language development, literacy, and numeracy</p> <p>Quality interventions to be undertaken by teachers/ TAs for target children including more-able children based on secure assessment outcomes identifying next steps. (£35K)</p> <p>Lexia reading programme to be use by identified children in Y2-6. (£2K)</p> <p>Recovery funding</p> <p>Vice principal and assistant principal to lead intervention groups with Y6 pupils in maths and reading. (£5K)</p> | <p>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</p> <p>EEF indicates that small group tuition can increase pupil's progress.</p> <p>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.</p> | <p>1 & 2 (supporting 5)</p> |

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

Budgeted cost: £43,820 (25.5% of spend)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Supporting pupils' social, emotional and behavioural needs Provide pastoral support tailored to children's individual needs.</p> <p>Access to the Trust counsellor to support. Work with children and families to enable children to be ready to learn – supporting their health and mental wellbeing</p> <p>All staff to engage children in positive play in order to build positive relationships. (£20K)</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>Supporting attendance PSA/ admin staff to monitor children's attendance and follow up quickly on absences. First day response provision. SLT weekly attendance meeting in school. (£5K)</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>Communicating with and supporting parents PSA liaison with families to provide support where needed. (£13,570K)</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>Extracurricular activities, including sports, outdoor activities, arts, culture and trips 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 Other wider opportunity events which were subsidised by school include: after school clubs/ breakfast club</p> | 3 |

Total budgeted cost: £171,070

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

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 assist us in our self-evaluation process, the following analysis of pupil premium spending has been completed to inform and update our 3-year strategy.

Quality First Teaching for All

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

- To improve the teaching of comprehension throughout school by directly teaching specific skills linked to the reading domains. (£30K)
- To implement the new yearly expectations document for English. Showing the sequence for writing and how this correlates with novel study. (£9K)
- The purchase of additional books across school to support reading for pleasure, reading across the curriculum, novel study and writing sequences. (£9K)
- The implementation and monitoring of RWI. (£12K)

Reading Outcomes (2021 – 22):

| All pupils | PP to non-PP |
|------------|----------------|
| Y1 - 75% | Y1 – 53% - 84% |
| Y2 - 67% | Y2 – 39% - 81% |
| Y3 - 72% | Y3 – 64% - 75% |
| Y4 - 61% | Y4 – 60% - 62% |
| Y5 - 67% | Y5 – 58% - 73% |
| Y6 - 65% | Y6 – 48% - 74% |

Writing Outcomes (2021 – 22):

| All pupils | PP to non-PP |
|------------|----------------|
| Y1 - 66% | Y1 - 47% - 74% |
| Y2 - 67% | Y2 - 50% - 76% |
| Y3 - 63% | Y3 - 50% - 69% |
| Y4 - 54% | Y4 - 45% - 59% |
| Y5 - 61% | Y5 - 47% - 70% |
| Y6 - 70% | Y6 - 62% - 74% |

A more consistent approach to teaching comprehension across school. Pupils are more exposed to different question types through the direct teaching of content domains.

Pupils are confident in reading sessions and apply taught skills into independent comprehension opportunities.

'Wednesday comprehension sessions have helped me the most. I like to learn how to answer different questions so that I don't panic when I do them on my own.'

'I really enjoy learning how to answer different questions and I know that many questions mean the same but are just worded differently.'

Reading across school continues to be a strength across school in many year groups with increased % of GD across school. (Y3/4 example)

Pupils' vocabulary continues to improve and spelling of this vocabulary is generally secure across school.

Vocabulary led planning was introduced and monitored throughout the year. The impact being that staff were aware, in advance, of the vocabulary they wanted children to be exposed to and planned accordingly. Vocabulary is a strength and is being used with control.

Staff's understanding and pedagogy of the teaching sequence for both reading and writing has developed. Consistency within writing books is evidence across school and outcomes in writing are secure.

Y2 moderation of reading and writing was a success with all judgements agreed by x2 external moderators.

Surplus books purchased to cover a wide range of purposes. Literacy Sequence for writing, Reading Sequence, wider curriculum areas, The Kingfisher Vending Machine, Look for a Book initiative, reading competitions, Reading Shed, Free Reader book shelves, year group recommendation displays and fully renovating and replenishing the school library.

Reading for pleasure has been a constant priority over the year and has been monitored closely.

Pupil voice shows the impact of the actions taken:

- *The new books are so appealing, I'm desperate to be a free-reader. (Pupil)*
- *I'm so close, I've already got my eye on an adventure book on the shelves. (Pupil)*
- *This is my first time to the vending machine and I was hoping this book was still left – I saw it on my way into school yesterday. (Pupil)*
- *Children are reading from the book shed, but they are also taking new books from their classroom outside. (Reading Ranger)*
- *The new books purchased to support history teaching have grabbed the children. They are even choosing to use them to support their writing in history. (class teacher)*
- *** loves it now she is a free reader. She is reading twice as much as she ever did before at home. (Parent)*
- *What a great space. The children are so lucky to have all these new titles to grab their attention.*

Phonics Screening outcome for 2021/2022 – 91%

16% above national.

This success was as a direct result of not only consistent, direct teaching of phonics but also the use of 1:1 Fast Track Tutoring by x2 members of support staff on a daily basis.

Whilst we have noted improvements in provision for disadvantaged pupils in reading and writing we acknowledge that there is still a gap between PP and Non – PP outcomes. Moving forward reading and writing will remain a focus within the PP strategy, with the implementation of 'Get Writing' added to the strategy this 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

- 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)

Weekly reasoning lessons have taken place throughout school in conjunction with sentence stems to support children in their understanding of how to tackle reasoning problems. In upper KS2, reasoning takes place daily.

The continued use of language word wheels both on learning walls and in individual pupil books to further develop children's knowledge and understanding of mathematical language.

J.Heathcote (maths consultant) has worked with staff to tweak the ready to progress documentation which has continued to be used successfully in the classroom, with the small steps approach having a good impact on pupil progress. Staff feel confident in teaching through this documentation and reported all children being able to access the sessions.

PP to Non-PP

Y1 - 53% - 76%

Y2 - 50% - 84%

Y3 - 57% - 72%

Y4 - 57% - 68%

Y5 - 63% - 67%

Y6 - 67% - 74%

Whilst we have noted improvements in provision for disadvantaged pupils in maths we acknowledge that there is still a gap between PP and Non – PP outcomes. Moving forward maths will remain a focus within the PP strategy, with increased emphasis on pedagogical approaches, mental maths and variation theory.

Targeted Support

Strategic Approach 3:

- 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)
- 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)
- TH Y6 tuition group focussing on Greater Depth reading/ writing (£6.5K)

Overall Y6 percentages-

65% achieved on track or above in reading; 70% achieved on track or above in writing; 71% achieved on track or above in maths.

PP percentages-

Reading - 40% were on track at the start of the year, 0% above; 38% on track at the end of the year with 10% GD

Writing - 35% were on track at the start of the year, 0% above; 52% were on track with 10% above

Maths - 35% were on track at the start of the year, 0% above; 52% were on track at the end of the year with 14% GD

All children took part in the Y6 tutoring programme.

Pupil premium progress compared to non-pupil premium – 6% difference in reading; 5% difference in writing; and 8% difference in maths.

90% of PP children achieved expected or above progress with 33% achieving accelerated in reading
By the end of Y6, 10% of PP children achieved GD in reading with 18% of the full cohort.
100% of PP children achieved expected or above progress with 55% achieving accelerated in writing

By the end of Y6, 10% of PP children achieved GD in writing with 15% of the full cohort.

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.

- Reading fluency Y2 (+22.5 words), Y6 (+3 levels)
- Rapid Reading Y3 (+6 months)
- Precision teaching (spelling/ reading) –average progress +24 words (6-week programme)
- Success @ arithmetic – improved confidence in quick recall evidenced in class
- Y6 1:1 arithmetic – average increase of +12 marks on 15:1 test
- Lexia – average progress +2 stages of the programme Y3, 5

Whilst we have noted improvements in provision for disadvantaged pupils through intervention, we acknowledge that there is still a gap between PP and Non – PP outcomes. Moving forward targeted interventions within core subjects will remain a focus within the PP strategy.

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 individual needs. All staff to engage children in positive play in order to build positive relationships (£23K)

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 school will continue to use internal inclusion staff members as well as external professionals to support children's well-being. Two children also accessed the Astrea therapeutic services.

Continued support for pupils' social and emotional well-being will continue.

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

- PSA/ admin staff to monitor children's attendance and follow up quickly on absences. First day response provision.
EWO weekly meeting in school. (£10K)
- Calendar of projects to be devised by PSA supporting parental engagement. Telephone liaison (PSA) with families to provide support where needed. (£14K)

Attendance for non-PP children in July 2022 was 92.5% and PA was 24.5%. Since returning to school following Covid, absences have increased due to children mixing again in terms of coughs, colds, scarlet fever, chicken pox etc. Funding supported individuals/families to attend after school clubs and breakfast club where necessary and supported the Y6 residential. 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 |
| Success@arithmetic | 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 |
| <p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> • 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. <p>Planning, implementation, and evaluation</p> <p>In planning our new pupil premium strategy, we evaluated activity undertaken in previous years and the impact it had on pupils and families.</p> <p>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.</p> | |

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.