# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Name of school | Kingsway Primary School |
| Number of pupils in school | 173 |
| Proportion (%) of pupil premium eligible pupils | 36.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023 to 2024/2025 |
| Date this statement was published | 15/12/23 |
| Date on which it will be reviewed | 15/11/24 |
| Statement authorised by | KPS Governing Body |
| Pupil premium lead | Kate Baskeyfield (Headteacher) |
| Governor / Trustee lead | Jackie Adey |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (2023/2024) | £89,830 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £8,845 |
| 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* | £98,675 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Kingsway Primary School, we have the highest aspirations for all children in our school family and we believe that every child should be given the opportunity to reach their full potential. We are committed to ensuring that we have a highly positive impact on all of our children’s lives and futures.  Our approach to pupil premium is based on the needs of each individual child and is built upon the high expectations that we have for all of the children within our school community. We take a forward-thinking, long-term view to addressing the potential barriers to learning and success that are faced by our disadvantaged children and use our evidence-based understanding of high quality teaching and learning to overcome these.  Using the EEF tiered model, our approach will be primarily rooted in quality first teaching for all children with high-quality targeted support where required and appropriate alongside wider, whole-school strategies.  We know, through research and through speaking to our children and monitoring the impact of teaching and learning and intervention in school that our children benefit from:   * Staff having high expectations of all children with an adaptive approach to teaching and learning which is consistent across the school. * Having extra help, on the same day, to overlearn concepts that they have not grasped in class. * Early identification of additional need and early intervention to diminish the difference. * Therapeutic support to enable our children to self-regulate their emotions and enable them to access their learning in full. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **On-entry starting points are low in the EYFS.**  The majority of disadvantaged children entered EYFS with below expected levels in the Prime Areas of learning in 2023 (internal teacher assessed baseline judgement).  In Reception 2023, 18.2% of the children are disadvantaged. 67% are below ARE for Listening, Attention and Understanding (with 33% well below) 67% are below ARE for Speaking (with 33% well below)  33% of disadvantaged pupils are predicted not to achieve GLD based on baseline figures and expectation of average progress. |
| 2 | **Speech, language and communication needs**  33% of disadvantaged children in Reception are below ARE for SLCN in Reception (based on WELLCOMM assessments).  41.7% children in EYFS have English as an Additional Language. |
| 3 | **Barriers to learning and SEND**  87.5% of children on the school’s SEND register are disadvantaged. Multiple barriers to learning have a greater impact on good progress.  In reading there is a narrow gap between SEND non-disadvantaged (22% below, 78% ARE or above) and SEND disadvantaged (24% below 76% ARE or above)  There is a slightly larger, gap in maths. SEND non-disadvantaged (35% below, 65% ARE or above) SEND disadvantaged (41% below, 59% ARE or above)  The most significant gap appears in writing. Note – some children are missing, presumably through absence. SEND non-disadvantaged (38% below, 48% ARE or above) SEND disadvantaged (55% below, 38% ARE. None are above expected)  Combined attainment shows 36% of SEND disadvantaged at ARE or above, with 44% of non-advantaged SEND children at ARE or above |
| 4 | **Phonics and reading**  Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulty with phonics than their non-disadvantaged peers. This negatively impacts their development as readers. This has increased in recent years due to the on-going impact of the pandemic.  July 2023 outcomes:  25% (3/12) of disadvantaged children did not pass the PSC in year 1  There were no disadvantaged children in year 2 who did not pass the phonics screening check in year 1.  56% of disadvantaged pupils are not meeting the expected standard in reading across the school. There are 57 disadvantaged children from year 1 – 6 at Kingsway. (32/57)  Projected 2024 outcomes:  25% (1 out of 4) of disadvantaged children are not on track to pass the PSC at the end of year 1. |
| 5 | **Attainment through KS2**  School data demonstrates that outcomes for disadvantaged children are lower than their non-disadvantaged peers. The difference between the children currently achieving EXS+ in RWM combined within each year group is:   |  |  |  |  | | --- | --- | --- | --- | | **Year Group** | **Non-disadvantaged**  **RWM combined EXS+** | **Disadvantaged**  **RWM combined**  **EXS+** | **% difference** | | 1 | 39% | 25% | -14% | | 2 | 33% | 13% | -20% | | 3 | 50% | 29% | -21% | | 4 | 70% | 40% | -30% | | 5 | 79% | 58% | -21% | | 6 | 45% | 17% | -28% | |
| 6 | **Attendance**  The current attendance for disadvantaged pupils is 93.5%% compared to 94.8%% for all pupils.  22% of disadvantaged children have attendance of below 90%. |
| 7 | **Unmet needs in the wider family impacts on pupils’ parental support and engagement**  100% of pupils open to support from social care or early help/Trafford Team Together are disadvantaged.  Parental engagement is a key aspect of the support required. |
| 8 | **Social, emotional and mental health needs of children within the school.**  100% of pupils with SEMH as an identified barrier to learning are disadvantaged. |
| 9 | **Pandemic impact**  Assessments, observations and discussions with staff and pupils suggest disadvantaged pupils generally have been impacted more significantly by the pandemic. |

## 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.

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| Intended outcome | Success criteria |
| Improved progress for disadvantaged children within EYFS. | More disadvantaged children are KS1 ready by the end of EYFS. |
| Improved oral language skills and vocabulary acquisition among disadvantaged children. | Assessments and observations indicate significantly improved oracy among disadvantaged children. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, pupil voice and on-going formative assessment. |
| Improved attainment for disadvantaged pupils at the end of KS2 | KS2 outcomes for 2024/2025 demonstrate that 70% of disadvantaged children met the expected standard. |
| Improved progress and attainment for disadvantaged children with an identified barrier to leaning. | Increase in progress made by disadvantaged children with SEND from their individual starting points.  More disadvantaged children with SEND meet the expected standard across the curriculum. |
| To achieve and sustain improved wellbeing and resilience for all pupils in our school and particularly those who are disadvantaged. | Improved levels of wellbeing for all children as identified by:   * Qualitative data from student voice, student and parent surveys and teacher observations. * A reduction in behaviour incidents (CPOMS evidence) * Increased participation in extra-curricular activities by all children and particularly those who are disadvantaged. |
| To achieve and sustain improved attendance for all pupils and particularly those who are disadvantaged. | Improved attendance for 2024/2025 demonstrated by:   * The overall absence rate for all pupils being no more than 4%. * The attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced. * The percentage of all pupils who are persistently absent from school being below 9% (national average) and the figure among disadvantaged pupils being no more than 9% (national average) lower than their peers. |

## 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: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to embed the synthetic phonics programme across the school.  In partnership with our local English Hub, we will continue to fund extensive training and on-going coaching support for all staff. | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 4, 3, 9 |
| Implementing whole class adaptive and Quality First Teaching across the curriculum.  Focusing on resilience, growth mindset, and adaptive teaching strategies across the curriculum, class based support and learning environments.  We will fund whole staff CPD and leader release time to support the implementation of these strategies through on-going CPD and coaching. | Adaptive and Quality First Teaching should be a priority for pupil premium spending to ensure the daily education of pupils is of the highest standard across the curriculum.  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> | 1, 2, 3, 4, 5, 9 |
| Further embedding key vocabulary development as a thread in all subjects across the curriculum.  We will fund staff training through CPD and mentoring with a strong focus on children with English as an additional language and those with a barrier to learning (particularly SLCN). | There is a strong evidence base that suggests that oral language interventions have high impact on reading and knowledge retention ad recall.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1, 2, 5, 9 |
| Enhancement of our EYFS provision through resources and staff CPD.  Investment in CPD for our EYFS Lead and investment in the outdoor learning environment. | There is a strong evidence base to suggest that early language development can be promoted in all areas of the EYFS curriculum and these have an positive impact on pupil outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language> | 1, 8 |
| Inclusive strategies and support for children with SEND. This includes external support and bespoke CPD.  The SENCo is currently undertaking masters level CPD. The school is committed to the Relational Inclusion programme run by the Local Authority. The staff will receive on-going CPD from an educational psychologist. | Ensuring that SEND children have full and equal access to a high quality curriculum that is tailored to their needs is a key recommendation of the EEF SEND review. This is especially important when children have multiple barriers to learning.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> | 1, 3, 5 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Same day interventions take place in every class each afternoon.  We will fund daily intervention sessions for pupils in order to support them to embed the core learning from the R/W/M sessions each day. This will support children in overcoming learning “wobbles”. We aim for no child to start the next day behind and we aim to operate a “keep up” not “catch up” approach to learning interventions. | High quality feedback and support has a significant impact on pupil progress and outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> | 2, 3, 5, 9 |
| Additional phonics sessions for pupils who require further phonics support. These will be provided in line with guidance from our English Hub, | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1, 4, 5, 9 |
| Language development support via WELLCOMM.  Small group and 1:1 support for target pupils including those who are disadvantaged. | Oral language interventions can have a positive impact on pupil’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> |  |
| Tutoring groups and interventions for year 5 and 6 pupils.  Tutor support 3 days per week to work with target pupils in year 5 and year 6. | Complementing adaptive teaching and QFT with intensive personalised intervention and booster groups which will support pupils in making accelerated progress.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 5, 9 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Promoting improved attendance to be good or better through effective strategies and partnerships.  Following the Trafford model Attendance Policy, our attendance officer, office manager, class teachers and teaching assistants will implement strategies to improve and sustain high attendance. This includes funded places for disadvantaged pupils at Breakfast Club. | The follows Trafford research and DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Meet the well-being needs of disadvantaged pupils through access to Early Help and support from Trafford Teams Together.  We will fund release time for our TTT Lead to work with parents to access support outside of the core offer provided by the school. Our SENCo (who is also the TTT Lead practitioner) will also have additional release time to run a weekly drop-in session to engage parents and provide support. | Our experience shows that a core group of disadvantaged pupils need access to support beyond our core offer. Extensive parental engagement is key in improving pupil outcomes, both academic and emotional. | 7, 8 |
| Implement a relational approach to behaviour management in line with the Virtual School Belong Programme.  We will fund release time for 2 members of SLT to attend the Belong Programme being run in Trafford. We will run whole school CPD to ensure that all staff understand and implement a relational approach to all aspects of school life in order to ensure that the social, emotional and mental health of pupils is supported and maintained. | When carefully implemented, social and emotional learning can increase positive pupil behaviour and well-being which in turn can raise pupil outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel> | 7, 8 |
| Broader access to extra-curricular activities for all pupils including those who are disadvantaged.  Disadvantaged children will be supported with access to extra-curricular activities to improve their well-being and to raise engagement in learning. | Based on our experience, some disadvantaged children can disengage with the broader school offer, especially during school holidays. We know that finding this access to extra-curricular clubs (including our holiday club) positively impacts on attendance, well-being, school “readiness” and educational performance. | 7, 8, 9 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We set aspirational targets for all pupils including those who are disadvantaged. 2022 was the first year since the pandemic with statutory assessments in all phases.  The outcomes for the previous year have supported the school leadership team in the development of taliried support and same day intervention to promote accelerated progress and attainment. A focus has also been placed on the development of resilience and a growth mindset in school particularly for our children who are disadvantaged or have an identified barrier to learning.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Outcomes | | Progress KS1 – KS2 | | | KS2 Attainment % (EXS/GDS) | | | |  | All Pupils | | Disadvantaged pupils | National All Pupils | All pupils | Disadvantaged pupils | National Disadvantaged pupils | | Reading | -1.00 | | -1.43 | -0.19 | 77/26 | 60/0 | 62/17 | | Writing | -0.88 | | -0.05 | -0.76 | 71/10 | 60/0 | 55/6 | | Maths | -0.85 | | -0.42 | 0.83 | 77/29 | 30/30 | 57/12 | | Combined | - | | - | - | 65/10 | 50/0 | - | |  | | KS1 Attainment %  EXS/GDS | | | All pupils | Disadvantaged pupils | National | |  | All Pupils | | Disadvantaged pupils | National All Pupils | PSC | | | | 43 | 75 | 75 | | Reading | 71/18 | | 43/28 | 68/18 | GLD | | | | Writing | 41/6 | | 29/0 | 58/8 | | Maths | 71/12 | | 57/14 | 69/15 | 72 | - | 65 | |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| n/a |  |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| n/a |
| **The impact of that spending on service pupil premium eligible pupils** |
| n/a |