



Pupil Premium Strategy Statement 2023-24

Context

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Metric	Data
School name	Kingsfield Primary School
Number of pupils in school	364 (112ch)
Proportion (%) of pupil premium eligible pupils	31%
Academic year or years covered by statement	2023-24 Action Statement
Publish date	December 2023
Review date	July 2024
Statement authorised by	LGB
Pupil premium lead	Mrs K Coates HT to October 2023, Miss E Green, HT from November 2023
Governor / Trustee lead	Mrs K Jarvis/Mr Graham Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>for 112 chn</i>	£167615
Recovery premium funding allocation this academic year <i>for 112 chn</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<i>Service pupil premium funding allocation this academic year</i>	£310
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	£167925

Part A: Pupil premium strategy plan

Statement of intent

We want disadvantaged students within our school to:

- Reach and exceed their potential
- Be lifelong learners
- Engage actively in lessons
- Experience the world in which we live

Challenges

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

Challenge number	Detail of challenge	School target
1	Communication Low levels of vocabulary and poor communication skills.	Improve oracy, vocabulary and communication skills across the school so that children can access the curriculum fully.
2	Phonics and reading Data continues to be below national. Locality issues with adult literacy identified. Children read infrequently at home and have poor language acquisition upon entering EYFS.	Improve outcomes for phonics and reading through bespoke training plans for staff. Work with the English Hub, Opportunity Area and other external specialists to ensure staff are able to teach all aspects of the reading curriculum from nursery through to Year 6. Ensure phonics outcomes at the end of Y1 are in line with National data.

		<p>Ensure Reception pupils received regular structured phonics and Nursey children from the Summer Term. (Ensure all staff are trained to deliver this well.</p> <p>Keep up/Catch up interventions for disadvantaged pupils in Y1 and Y2 at risk of not passing the Phonics Screening Check or resit.</p> <p>Research a new SSP for September 2024 to enable collaboration and comparison with other local schools and to provide improved teaching resources for staff. This will ensure fidelity to the scheme and keeping up strategies which the current scheme (Floppy's Phonics) does not provide.</p>
3	<p>Writing and Maths</p> <p>Data continues to below national across all data sets. Limited adult literacy levels in the community and limited support for homework provided.</p>	<p>Enabling access to technology and support for learning.</p> <p>Planning for teaching writing is clear and cohesive with high expectations established and taught through clear modelling of structure, form and vocabulary. Children write daily in English lessons to build stamina, fluency and aspiration.</p> <p>White Rose is purchased to ensure consistency in planning across school and to ensure coverage and progression meet the expectations of the National Curriculum.</p>
4	<p>Attendance</p> <p>Attendance for disadvantaged children particularly those with multiple disadvantages continues to be below non-disadvantaged. Time lost from absence impacts upon children's access to the curriculum and opportunities to develop relationships etc.</p>	<p>Improve attendance levels particularly those for children who have multiple disadvantages.</p>
5	<p>SEMH</p> <p>SEMH needs for some disadvantaged children are negatively impacting upon their learning.</p>	<p>Develop appropriate SEMH provision and more inclusive practice to support children in accessing the school curriculum.</p> <p>A clear curriculum and rationale is established for Appropriate Provisions such as the Hive and the Nest.</p> <p>Training and clear expatiations support all staff to plan and deliver adaptations to learning to enable inclusive practice within the classroom for disadvantaged learners.</p>

		A senior TA is trained in Thrive practice to support disadvantaged learners, particularly those with SEND also.
6	Enrichment Some disadvantaged children are not exposed to a full range of cultural opportunities,	Provide access to many and varied learning and enrichment activities, supporting funding access to clubs and visits.

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
Reduce gap between PP and non-PP students in core subjects. Achieve the national average for children with PP.	Data analysis shows the gap between non- and PP children is closing. Data shows that children receiving PP funding reach the equivalent standards nationally.
All children, at an age-appropriate level, can communicate effectively with an adult and their peers. Children's language acquisition is greater than in September 2023.	Assessments, observations, learning walks and book studies show children's communication skills have improved. From standardised testing in Autumn 1 to Summer 2, children's progress will be evident. The curriculum and oracy journey will be complete and embedded to support children successfully.
Achieve a phonics screening check outcome that is broadly in line with national.	Outcomes are better than in previous years, aiming for 75%. Through monitoring activities, it will be clear that children's experience of reading and use of phonics has improved.
Improve attendance of disadvantaged pupils to be above 95%; persistent absence falls to below national levels.	Attendance of disadvantaged children will be above 95%. Attendance systems will be embedded. PA has fallen to below national levels. Successful school support and intervention to improve attendance is evident. Children understand the importance of regular attendance.

	Families are open to support to improve attendance. A clear and refreshed Attendance Policy is published March 2024. Successful rewards are in place for attendance across school.
Broaden children's learning experiences through supporting access to visits, visitors, clubs and extra-curricular opportunities.	100% of pupils to access visitors and visits in school time each term. Improved participation in extra-curricular clubs and opportunities.

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

Budgeted cost: £239500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Provisional cost
CPD on: <ul style="list-style-type: none"> Developing oracy within the classroom Implementing Talk for Writing Accelerating Phonics progress – Y1 (English Hub) Modelling high expectations in writing – SLT and TFW Vocabulary rich environments (English Hub) Language Link Interventions & a designated SALT TA to target intervention.	EEF: <ul style="list-style-type: none"> Develop a new pedagogy and curriculum focused on oral language skills Vocabulary Enrichment Intervention Oral language interventions Communication support (EY) 	Priority 1 - Communication	£15000

<p>CPD on:</p> <ul style="list-style-type: none"> Phonics in general (English Hub) New Phonics scheme – possibly Little Wandle Getting ready for Year 1 – reading and phonics (English Hub) Effective phonics interventions to accelerate in year progress (English Hub) 	<p>EEF:</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics <p>OU:</p> <ul style="list-style-type: none"> Teachers as readers: building communities of readers Reading for pleasure: changing professional practice 	<p>Priority 2 – Phonics and Reading</p>	<p>£2000</p>
<p>*In year review and amendment Resources/Schemes Purchase: Purchase a new Phonics Programme, training for all teachers and TAs and resources to improve fidelity and quality of <i>keep up/catch up</i> interventions (Summer 2024)</p> <p>Purchase Talk for Writing (Supported by Priority Area Funding)</p> <p>Purchase White Rose Premium – Nov 2023 (£600)</p>	<p>*March 2024 Ofsted Subject Report Series: English</p>	<p>Priority 2 – Phonics and Reading</p>	<p>£20000</p>
<p>CPD on:</p> <ul style="list-style-type: none"> Effective planning and teaching of English units of work Effective planning and teaching of Maths units of work 	<p>EEF research Rosenshine Principles of Instruction</p>	<p>Priority 2 – Maths and Writing</p>	<p>£1000</p>

<ul style="list-style-type: none"> Implementation and adaptation of planning using White Rose (Maths Hub – Summer 2024) 			
<p>CPD on:</p> <ul style="list-style-type: none"> Our attendance policy, the importance of good attendance and everyone's responsibility to support improvement in attendance Undertaking an audit of attendance within school (LA). Hosting Parent Contract Meetings (LA). 	<p>EEF research on attendance interventions: DfE latest guidance</p>	<p>Priority 4 – Attendance</p>	<p>£500</p>
<p>CPD on:</p> <ul style="list-style-type: none"> Adapting the curriculum and learning for disadvantaged pupils and those with SEND Understanding and planning for children's SEMH needs. Teaching SEL skills explicitly. Zones of Regulation. STEP ON. Nurture Principles – Thrive Training a Thrive practitioner in school 	<p>Resilience framework is based on a number of research-based projects to develop children's mental health and identify areas that can be improved.</p> <ul style="list-style-type: none"> https://www.boingboing.org.uk/schools-based-resilience-projects/ <p>EEF Recommendations for teaching social and emotional literacy:</p> <ul style="list-style-type: none"> https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf 	<p>Priority 5 – SEMH</p>	<p>£1000</p>

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

Budgeted cost: £107500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Provisional cost
Interventions and 1:1 mentoring to be led by a specialist teacher. Children to be identified through diagnostic assessments.	EEF research on: <ul style="list-style-type: none"> • Individualised instruction • Mentoring • Small group support 	Priority 2 – Phonics & Reading Priority 3 - Writing & Maths	£20000
Ongoing training of ELSA staff; interventions in place throughout the week to develop children's communication with others. Ensure time allocation for staff to undertake interventions.	EEF research on: <ul style="list-style-type: none"> • Metacognition and self-regulation • Behaviour interventions • Teaching Assistant interventions ELSA research papers: <ul style="list-style-type: none"> • https://www.elsanetwork.org/elsa-network/evaluation-reports/ 	Priority 5 - SEMH	£6000
Specific Appropriate Provisions to be established with clear rationale, criteria curriculum and intended outcomes to support key children's access to the curriculum. 2 provisions: The Nest EYFS and KS1, EHCP, language challenges/non-verbal. The Hive – KS2 provision – am only. EHCP and language barriers. 4 members of staff.	EEF research on: <ul style="list-style-type: none"> • Preparing for literacy in EY • Oral language interventions • Improving literacy at KS1 • Individualised instruction • Metacognition and self-regulation • Small group support 	Priority 1 – Communication Priority 5 - SEMH	£30000

Resourcing of provision including outdoor learning space.	<ul style="list-style-type: none"> • Teaching Assistant interventions 		
Additional small group TA support for children in class to improve reading, writing and Maths.	<p>EEF research on:</p> <ul style="list-style-type: none"> • phonics • improving literacy at KS1 • Small group support • Teaching Assistant interventions 	Priority 2 – Phonics and Reading	£32500
<p>The Hive (SEMH) support including:</p> <ul style="list-style-type: none"> - Cookery classes - Practical learning - Zones of Regulation - Mindfulness <p>+ resourcing and staffing for these therapies and sessions.</p>	<p>Following Covid-19, this is a key principle of the DfE / Government's agenda for supporting children.</p> <p>EEF:</p> <ul style="list-style-type: none"> • Behaviour interventions • Small group support • Teaching Assistant interventions <p>Nurture UK:</p> <ul style="list-style-type: none"> • https://www.nurtureuk.org/research-evidence 	Priority 5 – SEMH	£15000
Undertake PiXL standardised assessments with clear national comparison to support accurate assessment and analysis of gaps.		<p>Priority 2 – Phonics and Reading</p> <p>Priority 3 – Writing and Maths</p>	£4000

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

Budgeted cost: £20500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Provisional cost
<p>Colourful Semantics is embedded across the school to support access to whole curriculum.</p> <p>Develop greater communication between staff and parents through different strategies shared on Tapestry and social media outlets.</p>	<p>SEND Code of Practice – graduated approach.</p> <p>Research Gate:</p> <ul style="list-style-type: none"> • Colourful semantics: a clinical review 	Priority 1 – Communication	£1000
<p>Develop library timetable so that children have greater free access to books.</p> <p>Establish regular book fairs and adult phonics workshops to develop community literacy and parental understanding of how best to support their child.</p>	<p>OU:</p> <ul style="list-style-type: none"> • Teachers as readers: building communities of readers • Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'? 	Priority 2 – Phonics and reading	£1000
<p>Build community links through SEND drop ins/coffee mornings.</p> <p>Organise events that are low threat so that hard to reach families can participate.</p>	<p>Nurture UK whole school programme.</p> <p>NCES:</p> <ul style="list-style-type: none"> • Extra-curricular and enrichment activities <p>Frontiers in Psychology:</p> <ul style="list-style-type: none"> • Systematic review of intergenerational programmes 	Priority 4 – Attendance	£1000
<p>Offer enrichment opportunities to support children's access of the whole curriculum.</p>	<p>EEF:</p> <ul style="list-style-type: none"> • Extra-curricular and enrichment activities 	Priority 6 – Enrichment	£9000

Funding to pay for trips/events and music subsidies.			
Access to art events and trips to national museums to improve: - cultural capital - develop a love of art and heritage - resilience when creating own compositions	EEF: <ul style="list-style-type: none"> • Arts participation 	Priority 6 – Enrichment	£8500

Total budgeted cost: £167500

(additional funding required to undertake these actions will come from the main school budget and Priority Area Funding for Writing and Phonics developments e.g. cost of a new SSP)



Service Pupil Premium Strategy Statement 2023-24

Context

This statement details our school's use of Service pupil premium funding to help improve the attainment and wellbeing of the Service child.

It outlines our Service pupil premium strategy and how we intend to spend the funding in this academic year

School overview

Metric	Data
School name	Kingsfield Primary School
Number of service pupils in school	1
Academic year or years covered by statement	2023-24 Action Statement
Publish date	December 2023
Review date	July 2024
Statement authorised by	LGB
Service Pupil premium lead	Mrs K Coates HT to October 2023, Miss E Green, HT from November 2023
Governor / Trustee lead	Mrs K Jarvis

Funding overview

Detail	Amount
Service Pupil premium funding allocation this academic year for 1 child	£310
Total budget for this academic year	£310

Service Pupil Premium strategy plan

Statement of intent

We want to

- support the pastoral needs of Service children,
- build personal and academic resilience which may be impacted by deployment

Activity	Evidence that supports this approach	Provisional cost
Participation in residential visit -contribution towards residential visit to support teambuilding, forming friendships, resilience	EEF research Benefits of outdoor learning	£160
ELSA sessions -emotional literacy support through 1:1 sessions delivered by a trained practitioner to support resilience, transition to Y7 and/or deployment (Weekly sessions for 6-8 weeks)	Children's Mental Health guidance Proven success at Kingsfield	£100
Supported transition visits to Y7 or support due to deployment	SPP guidance	£50

Total £310