# 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

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| Detail | Data |
| School name | Kingsfield First School |
| Number of pupils in school | 227 YR-Y4 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22  2022 -23  2023-24 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | R. Butler - Headteacher |
| Pupil premium lead | R. Butler |
| Governor / Trustee lead | J. Crutchley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £76,665 + £7,035 |
| Recovery premium funding allocation this academic year | £8,700 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1,294 |
| **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 | £93,694 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***School Context***  From the LOSA government statistics score the overall deprivation levels at 2 (very bad) placing the Kingsfield community within the lowest 20% of deprivation.   | **Deprivation Domain** | **Decile** | | --- | --- | | Income | 2 | | Employment | 2 | | Education, Skills & Training | 2 | | Health & Disability | 2 | | Crime | 3 | | Barriers to Housing & Services | 9 |   ***Our Ethos & Aims***  Kingsfield First School offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. Directors, governors and staff are committed to promoting an aspirational culture and ethos for attainment and success for all disadvantaged pupils and take shared responsibility for using the premium to enable them to reach their potential. We have 5 key principles as part of our strategy plan:   * Leadership * Quality First Teaching * Aspirational Mindset * Attendance and behaviour * Cultural capital   Through these principles and by undertaking the approach of ‘profile, predict and prevent’ we aim to achieve the following for all our disadvantaged pupils at Kingsfield First School..  By doing so we believe we will have an impact on pupils:   * self-esteem and confidence * progress and achievement * attitude towards learning and attendance * well-being and mental health * access to their full curriculum entitlement |

## 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 | A high proportion of our pupil premium children have additional special educational needs – 25% of PP are SEND pupils. |
| 2 | A proportion of our pupil premium children are achieving below ARE – 70% |
| 3 | Phonic attainment of our PP cohort is below that of their peers. |
| 4 | Pupil premium children’s attendance is below national and has been in the previous academic year. |
| 5 | Of our pupil premium children only small proportion are working above ARE. In reading 7% (5 pupils), in writing 4% (3 children) & 3% in maths (2 children) |
| 6 | 36 % of our early years PP children are attaining below in communication, language and literacy. |
| 7 | A high number of our PP children lack independence and the confidence to succeed. |
| 8 | There is an increase in demand for SEHM support in our PP cohort and meeting this need is becoming increasingly demanding. |
| 9 | Engagement in the wider curriculum is impacted by a lack of parental engagement, aspiration and affordability. |
| 10 | Parents of the PP have increased challenges resulting in a reluctance to engage with school activities. |

## 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 levels of independence, resilience, confidence and metacognition amongst our DA SEN pupils. | Observations and pupil voice activities indicate our DA pupils operate with motivation and purpose within all lessons.  Success in progress of the SEND DA pupils are measures a SEND tracker. |
| Improved oral language skills and vocabulary amongst disadvantaged pupils. | Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement with their peers and ongoing formative assessment. |
| Improved reading writing & maths attainment amongst disadvantaged pupils across KS 1 and 2. | R, W & M outcomes in 2024/25 show 80% or more of disadvantaged pupils met the expected standard.  DA pupils working below expected attainment make accelerate rates of progress to close the DA attainment gap. |
| Improved numbers of DA pupils meet at least school phonic milestones. | Percentages of DA pupils achieve in line with non DA peers for the phonic screening checks. |
| Increase the number of disadvantaged pupils working above ARE. | Percentages of DA pupils working above ARE fall in line with non DA peers in reading, writing and maths. |
| To achieve and sustain improved wellbeing support for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from pupil voice, parent voice/feedback * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:   * the attendance gap between disadvantaged pupils and all non-disadvantaged pupils being closed. * the percentage of all disadvantaged pupils who are persistently absent is in line with their peers. * Improved annual attendance, from individuals. |
| To ensure all disadvantaged pupils have access to a full and wide ranging curriculum offer. | All DA pupils access wider curriculum learning opportunities such as clubs, forest school and visits. |
| To provide parents of disadvantage children relevant support that they need. | All PP parents increase engagement with activities including:- parental engagement activities, workshops, parents evenings and engage with outside agency support, if offered and when relevant. |

## 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: £20,000 – SEND staffing & resources

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Introduce a graduated response to support our LAP and SEN pupils and improve our quality first provision for these pupils. | Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach.  The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf> | 1, 2, 3, 5 |
| The deployment of TAs to provide structured interventions and to ensure that assessments are interpreted and administered correctly to plan and set ambitious targets. | Evidence recommends that TAs require training from experienced trainers and interventions needs to be structured, with supporting resources, lesson plans and clear objectives.  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf> | 1 |
| Purchase of standardised diagnostic assessments. | 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:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1 |
| Develop a SEN progress tracker to measure quantifiable gains being made by 1:1 and small group work | • Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.  • Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf> | 1 |

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

Budgeted cost: £ 5418 (Speak Write), £44 580 (TA’s)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech & Language specialist to target specific groups to support in speech & language development | There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.  Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one(+ 6 months)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 6 |
| Specialists to support in meeting the needs of the SEN with intervention to support chn with more complex SEND needs | The EFF Toolkits on Special Education Needs recommends:\_  Small-group and one-to-one interventions can be a powerful tool but must be used carefully.  The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need.  Interventions should be applied using the principles of effective implementation described in the EEF’s guidance report Putting Evidence to Work: A School’s Guide to Implementation.  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf> | 1, 3 |
| TAs to target small group work. | The EFF Making Best Use of Teaching Assistant recommends:-  TAs have a direct instructional role and focus on the quality of talk to pupils which develops independent learning skills and concentrate on helping pupils develop ownership of tasks.  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf> | 2, 5, 7 |

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

Budgeted cost: ££3,120 (forest schools) £750 (EWO), £9,826 (SEMH CPD & staffing) £10,000 Enrichment

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted parental workshops for parents with chn with speech & language, SEND needs & wellbeing needs. | EEF summary of recommendations on Working With Parents to Support Children’s Learning, suggests providing practical strategies and sustained, consistent intensive support for group based parenting initiates contributes to improvement for children.  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf> | 9 |
| SEMH – Train and deliver a nurture based intervention for targeted children. | EEF Toolkit Behaviour Interventions and SEL indicates +4 months additional academic progress over a year  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 8 |
| Employ an EWO to complete a range of strategies with targeted families. | Internal evidence indicates this is an effective mechanism of closing attendance gaps between our PP and NPP pupils.  The DfE guidance [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 10 |
| Deploy funding appropriated to ensure all DA pupils engage in the wider curriculum learning offer broadening experiences and engagement in learning, to include forest school, cubs and educational visits. | Uptake in clubs, visits and musical tuition is increased by targeted provision for DA families. Cost does impact directly on this outcome. % of DA engagement is lower where activities have a related cost.  Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. When implementing aspiration interventions, schools might consider including:   * Guidance on the knowledge, skills, and characteristics required to achieve future goals. * Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. * Opportunities for pupils to encounter new experiences and settings. * Additional academic support.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions> | 8, 9 |

**Total budgeted cost: £93,694** *[£20,000 £49,998 £23,696]*

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021*  *Please follow the links below to review the impact of the pupil premium strategies from the previous year:-*  <http://kingsfield.staffs.sch.uk/pupil-premium/> |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |