

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	Kingskerswell C of E Primary
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Matthew Loosemore
Pupil premium lead	Rachel Miller
Governor	Matthew Loosemore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87810
Recovery premium funding allocation this academic year	£8700
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 N/A	£96510

Part A: Pupil premium strategy plan

Statement of intent

At Kingskerswell C of E Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our family learning mentor and our pupil premium champion actively engaging with family to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Almost 20% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also the Freckle online programme. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2023-25 focuses on the needs of this group. Our Pupil Premium Champion (Headteacher) works to ensure high aspiration and high-quality provision for all pupils in receipt of pupil premium. She is the headteacher and has time to carry out this work in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment. At Kingskerswell we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early

intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Small groups across the school continue to need this support post-pandemic.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing numbers of children need SALT intervention.
5 Parents	Some parents' mental health impacts their ability to support their children's emotional wellbeing.

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.

At Kingskerswell, we believe that every child deserves the best and we deliver a challenging curriculum in a culture of aspiration and the highest of expectations.

When making decisions about Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced; we do this alongside using research from EEF. Common barriers to learning for disadvantaged children can be: less support at home; poor language and communication skills; lack of confidence; emotional and behavioural issues and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no one approach for all children and families, so that they are aware of the strengths and weaknesses across the school.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils

Intended outcome	Success criteria
<p><i>To continue to ensure the attendance of PP children is in line with their peers', reducing the proportion classed as persistent absentees.</i></p>	<p>To close the gap in attendance (currently 2.1%) between whole school and PP attendance. Reduce number of PP children classed as persistent absentees.</p>
<p><i>To continue to ensure that outcomes for PP children are at least in line with their peers, through ensuring high-quality teaching alongside targeted interventions.</i></p> <p><i>To ensure all PP children's outcomes, including those with SEND, make at least expected progress from their starting points.</i></p>	<p>Increase the progress for identified PP children (these children form an integral focus of pupil progress meetings).</p>
<p><i>To continue to provide high-quality emotional and social support for all children who need it.</i></p>	<p>All children, including PP and SEND, are supported and able to access learning activities.</p>
<p><i>To continue to provide targeted support for parents and carers, through positive relationships and effective signposting to external agencies.</i></p>	<p>Children's wellbeing is not negatively impacted by poor parental mental health.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching for all.</i>	“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for children.”-EEF	1, 2, 3, 4
<i>All teachers and teaching assistants receive high-quality CPD, including at Twilight sessions (monthly)- in line with key school improvement priorities.</i>	“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”- EEF	1, 2, 3, 4
<i>Pre-teaching focused on PP children.</i>	“Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves.”- Minkel, 2015	1, 2, 3, 4
<i>Continued and ongoing CPD on Read Write Inc, including Development Days termly.</i>	“The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.”-EEF	1, 2, 3, 4
<i>Pupils using iPads to articulate ideas before writing.</i>	From EEF recommendations for improving literacy in KS2.	1, 2, 3, 4
<i>Continue to develop retrieval practice alongside collaborative working.</i>	“By implementing retrieval practice in schools and classrooms, scientists and educators can bridge the gap between research and practice, and most importantly, transform students’ long-term learning.”- Agarwal et al, 2021.	1, 2, 3, 4
<i>SIP focus on oracy and vocabulary.</i>	“The average impact of oral language interventions is approximately an additional six months’ progress over the course of the year.”- EEF	1, 2, 3, 4

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

Budgeted cost: £53015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Fluency across KS2, following Y6 project group 2021-22.</i>	IEE research found that the HFL KS2 Reading Fluency Project had a positive impact on developing pupils' reading accuracy and comprehension, as measured by YARC. Our evidence also showed children's increased enjoyment of reading.	1, 2, 3, 4
<i>1:1 RWI support for individuals.</i>	EEF- impact of phonics, especially for disadvantaged learners.	1, 2, 3, 4
<i>Freckle support for Y5 and Y6 children.</i>	"Interventions should include explicit and systematic instruction" and "Ensure that pupils develop fluent recall of facts"- Nuffield Foundation/ EEF	1, 2, 3, 4
<i>Extra SENDCo day a week.</i>	As above.	2, 3, 4, 5

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

Budgeted cost: £20,232.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School counsellor employed one day/ week to support children with social and emotional needs.</i>	"Primary school children have long-term mental-health benefit from counselling in school." University of Exeter paper 'Longer term effects of school-based counselling in UK primary schools', May 2021.	3
<i>Thrive practitioners to support children with social and emotional needs.</i>	"Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."- EEF	3, 1
<i>Family Thrive sessions by invite- termly.</i>	Thrive- when parents and carers understand how brain development affects choices, they are better able to understand their child's behaviour and adapt their approach at home to foster better, more consistent relationships.	1, 2, 3, 5
<i>Access to high quality breakfast, after school and extra-curricular</i>	Research on participation in extracurricular activities shows that participation is associated with more	1, 2, 3, 4

<i>clubs, included targeted homework club for PP KS2 children.</i>	positive attitudes towards school (Davalos et al, 1999; Mahoney, 2000; Marsh 1992), better academic achievement (Eccles & Barber, 1999) and higher self-esteem and/or specific self-concepts (Holland & Andre, 1987; Marsh, 1992). Marsh argues that students' participation in extracurricular activities promoted by school can increase school engagement, leading to the development of more positive attitudes towards school and learning.	
<i>Support for PP children to access high-quality residential and day trip experiences.</i>	Outdoor learning provides opportunities for disadvantaged children to participate in activities they might otherwise not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation- EEF.	1, 3
<i>Well-established and high-quality Forest School provision on site.</i>	As above. Activities are tailored to support classroom learning.	1, 2, 3, 4
<i>Gardening club-targeted for specific PP children.</i>	As above.	1, 2, 3, 4
<i>Headteacher leads on attendance- works closely with EWO- challenges poor attendance robustly, using all of the tools available.</i>	Good attendance is inextricably linked to good attainment.	1

Total budgeted cost: £ £96510

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.

We feel that the measures in place in the plan have been working effectively and that most PP pupils have made good progress in the target areas. However, the impact of COVID-19 is still being felt across the school community. Added to this, the cost of living crisis means that for some of our families, making ends meet is an increasing challenge.

School closures were most detrimental for our disadvantaged children, although the impact of this was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. We used pupil premium funding to provide wellbeing support for all pupils, alongside targeted Thrive support and counselling for individuals.

Our Reading Fluency project, initially run in Y6, has now been rolled out across KS2, with great impact.

Pre-teaching has enabled some of our PP children to be more positive in their approach to classroom learning.

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
Freckle maths online	
Times Tables Rockstars	
Accelerated Reader	
Read Write Inc phonics	
Speech Link	
Master the Curriculum	
Coding package	Discovery Education

NATRE	
Letterjoin	
Rockalingua	
Charanga	

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?	As part of wider pupil premium.
What was the impact of that spending on service pupil premium eligible pupils?	

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