

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	Kingstone and Thruxton Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	55 (28%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	11 th October 2021
Date on which it will be reviewed	Termly, with full review in September 2022
Statement authorised by	Elissa Vigus
Pupil premium lead	Elissa Vigus
Governor / Trustee lead	James Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63, 660
Recovery premium funding allocation this academic year	£6, 380
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	£70, 040

Part A: Pupil premium strategy plan

Statement of intent

We recognise that every child's journey is different, and are committed to ensuring that no child is left behind as a result of their background, circumstances or need. Our use of Pupil Premium ensures that any barriers are identified and removed, in order that every child has access to high quality education, including those children already identified as high achievers.

The role of the Inclusion Manager is fundamental to meeting individual needs, and we see this as a meaningful investment as part of our Pupil Premium provision.

In order to ensure our strategy is successful, we will:

- Prioritise early intervention, training and supporting staff to recognise where this is a need for action;
- Work closely with all members of the family to provide an all-encompassing approach to pastoral support.
- Using the cycle recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy, we will rigorously monitor the impact of our interventions and support programmes, adapting them quickly to ensure they are effectively meeting the needs of the individual.

Challenges

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

Challenge number	Detail of challenge
1	40% of pupils do not demonstrate 'school ready' language and communication skills on entry.
2	Irregular attendance patterns due to COVID-19 (parental anxiety, confirmed positive cases, self-isolation and bubble closures).
3	Inconsistent level of engagement from parents and carers at home impacts on attainment, behaviour and progress.
4	Impact of the pandemic has disproportionately affected our disadvantaged pupils in relation to their mental health, attainment and behaviour.
5	A lack of opportunity and experiences beyond school, results in limited cultural capital for all pupils.

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
Level up the gap between disadvantaged and non-disadvantaged children in EYFS.	At least 80% of all pupils in EYFS will achieve the Communication and Language and Speaking ELGs. By the end of 2024, at least 80% of all pupils in EYFS will achieve GLD.
Improved attendance for all pupils, particularly our disadvantaged pupils, who will achieve 96% attendance.	Records will show that interventions have positively impacted on children attendance rates. There will be a decrease in the number of persistently absent children, particularly disadvantaged children.
Increased level of engagement from parents and carers at home resulting in improved outcomes for all pupils, particularly our disadvantaged.	Parents will have a greater impact on their child(ren)'s learning out of school. 80 % of PP children identified as having social, emotional and/or mental health issues will achieve NE progress and attainment targets. Improved and sustained levels of wellbeing by 2024/25 will be demonstrated by a range of sources including: <ul style="list-style-type: none"> • Pupil voice surveys; family discussions and teacher feedback from observations • Increased parental engagement in pupil learning; evidence of children being read with at home, • In school there will be an increase in participation in enrichment activities, such as school trips/music lessons/school visitors/after school clubs particularly among disadvantaged pupils.
Accelerated progress of our disadvantaged pupils will narrow the gap in reading, writing and maths. Improved mental health and behaviour is reported across the school.	Data shows that the gap between disadvantaged and non-disadvantaged will have closed (2021 end of year data: Reading PP - 75% Non PP – 80.2%, Writing PP – 67.3% Non PP – 83.3%, Maths PP – 77.6% Non PP – 81.2%) Behaviour records demonstrate decreased number of incidents, particularly for our disadvantaged pupils. Pastoral records demonstrate impact from targeted interventions. Pupil Voice data indicates improved mental health and well-being across the school.
There will be an enhanced range of experiences on offer for disadvantaged pupils beyond the school environment, including educational visits and visitors/tutors into school. Increase school offer in terms of a broader curriculum. For all disadvantaged pupils to have experience and understanding of the world both within and outside the area that they live	Children will be more familiar with links to other schools and experiences which are different from their own, based on their locality, will become the norm as seen embedded in the curriculum. Wider exposure provided through high quality text across all areas of the curriculum Enrichment opportunities provide a deeper understanding of life in modern day Britain

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: £16, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate CPD sourced, resourced and delivered: NELI, ELSA, speech and language interventions, Teaching Talking.	EYFS data trends in school show that where PPG has been targeted at speech and language interventions in EYFS, children have achieved the ELG related to language and communication. EEF – Oral Language Interventions (Toolkit) suggest pupils can make a high impact on pupil progress +7 months in a year in Early Years and +6 months in KS1 and KS2.	1, 4
RWI CPD for support and EYFS staff.	Since implementing RWI at Kingstone, we have consistently achieved data exceeding the National Average. Continuing this approach requires all staff teaching phonics to be sufficiently trained, and ensures that our disadvantaged pupils are given every opportunity to achieve the phonics screening threshold by the end of Key Stage 1.	1, 4
Mental Health Lead Training for Inclusion Manager.	DfE guidance for Senior Mental Health Lead training states that research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.	2, 3, 4

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

Budgeted cost: £46,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enjoy and Achieve intervention.	Where children have been given the opportunity to carry out a small group intervention, they have reported feeling valued and incentivised to attend more regularly. This is supported by the DfE's guidance Improving School Attendance encourages schools to develop schools roles dedicated to focussing on attendance and the drawing up of individual support plans to get pupils into school. A case study in school has evidenced a significant improvement in an individual's attendance, and improved well-being of the child and parent. The EEF Toolkit promotes strategies such as these, and states that they can improve progress by +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4
Implementation of IDL across the school.	Numerous studies indicate that research findings into the effectiveness of the IDL programme show it is a proven solution for increasing reading and spelling ability of pupils with dyslexia and other learning difficulties. This is corroborated by our experience in school, with all targeted children making accelerated progress. Further research can be found here: https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research	4
Targeted support sessions in each class, delivered by trained support staff.	The EEF Toolkit shows that targeted and planned interventions can increase progress by +4 months. We have rigorous tracking, monitoring and provision mapping in school, which supports that use of SMART targets that are regularly reviewed. The impact of these is evident in Pupil Progress Meeting notes, monitoring cycle and data.	1, 4

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

Budgeted cost: £7, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Manager to deliver 1:1 behaviour interventions.	The EEF Toolkit indicates that +4months progress can be made with 1:1 behaviour interventions.	3
Interventions to promote aspirations that focus on: parents and families; quality first teaching and extra-curricular activities. These will sometimes involve peers or mentors.	The EEF Toolkit says: By 'aspirations', we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions)	4, 5
Opening Minds Weeks to provide enriched experiences beyond the children's usual cultural exposure.	As a school, we have successfully run Opening Minds Weeks for the last 7 years. Feedback in Pupil Voice sessions indicate that they have had a lasting impact on all children, including our most disadvantaged. The experiences we give them, enable children to enhance their writing skills around the curriculum.	3, 4, 5
Inclusion Manager to have attendance mentoring as a specific part of the role; attendance interventions in place for children and families.	This is supported by the DfE's guidance Improving School Attendance encourages schools to develop schools roles dedicated to focussing on attendance and the drawing up of individual support plans to get pupils into school. A case study in school has evidenced a significant improvement in an individual's attendance, and improved well-being of the child and parent.	2, 3, 4

Total budgeted cost: £70, 112

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.

Whilst we worked hard to minimise the impact of COVID-19 on our disadvantaged pupils, we had to adapt our practice during the academic year 2020-21. All disadvantaged children were prioritised for in school attendance during the Lockdowns, although positive cases and self-isolation rules meant this wasn't always possible. Mental Health concerns and anxiety amongst our disadvantaged pupils and their families, meant that attendance concerns were highlighted, which will feed into the 2021-22 priorities.

In light of the implications of COVID-19, we revised our Pupil Premium Strategy from our analysis of attainment; this highlighted some key factors to consider.

1. The classes with the smallest cohorts showed the least impact in lost learning, we consider this to be due to a number of factors:
 - The fact that there were fewer children in the cohorts, meant that those teachers could more readily ensure that children were engaging and tackle this when children were not engaged.
 - Interventions conducted over live learning sessions could impact on a greater percentage of children, including our disadvantaged children.
2. Reading attainment across all groups suffered during the period of both school closures.
3. The reading attainment of PP boys was been more adversely affected than that of the PP girls.
4. Writing attainment decreased since the Summer Term 2020 in Years 1, 2, 3 and 5. This was most noticeable in Year 3, with the highest proportion of PP children (47%).
5. Writing attainment decreased for all groupings, including PP, with the exception of EAL and LAC.
6. Maths attainment saw the greatest decrease of attainment since the Summer Term 2020 in Years 2 (23%), 3 (47% PP) and 6.

During the Summer Term, use of our COVID Catch up funding supported our PPG. All classes were allocated dedicated time where the class teacher was able to deliver interventions to those children who had not retained their skills, or who have not sustained ARE during the lockdown. Those children and families showing increased anxiety and mental health concerns, were supported with additional intervention from the Inclusion Manager.

From our internal data assessments, we made the following adjustments for our core curriculum strategy:

Reading Strategy for addressing the PP and SEN cohort

All class provision maps are set out to identify children who are in vulnerable groups and, across the school, these children are being supported with:

- Phonics interventions
- Targeted reading support
- Spelling interventions
- Toe by Toe reading intervention
- Pre-teach sessions

Writing Strategy for addressing the PP and SEN cohort

All class provision maps are set out to identify children who are in vulnerable groups and, across the school, these children are being supported with:

- Handwriting groups
- Fine motor groups (to support handwriting)
- Targeted writing groups
- Spelling interventions
- Pre-teach sessions

Maths Strategy for addressing the PP and SEN cohort

All class provision maps are set out to identify children who are in vulnerable groups and, across the school, these children are being supported with:

- Power of 1 interventions
- Power of 2 interventions
- Targeted core skills groups
- Pre-teach sessions
- Post-teach support

In addition, for reading, writing and maths, we trialed an online screening and intervention programme (IDL) to address many of the specific reading needs of those children at risk of falling behind. Interventions were mapped and tracked to ensure they are targeted and then monitored by SLT. All children not attaining were discussed, in detail, at Pupil Progress Meetings (PPMs) to ensure they have a programme of intervention tailored to their needs.

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