



Kingsmoor's 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	Kingsmoor Primary School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	10.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joanne Warren - Headteacher
Pupil premium lead	Joanne Warren
Governor / Trustee lead	Tracey Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£1,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,845
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	£47866

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Kingsmoor’s intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Kingsmoor will consider the challenges faced by all vulnerable pupils including those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils . These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers .
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils . These findings are supported by national studies.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support with social and emotional needs have markedly increased during the pandemic. This includes 40% of our disadvantaged pupils.
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged 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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved reading attainment among disadvantaged pupils.	Assessments and observations indicate significantly improved phonics progression and improved reading among disadvantaged pupils. Y1/Y2 phonics screening indicates strong performance/progression from disadvantaged groups. End KS2 reading data is strong.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observation a significant increase in participation in enrichment activities, particularly among

	disadvantaged pupils (Forest school and swimming.)
4. To provide high quality intervention and classroom practice to support pupils social and emotional needs enabling them to access educational provision to their full potential.	<ul style="list-style-type: none"> • High quality interventions: ELSA/PFSA enable pupils to regulate effectively and employ a bank of techniques which aid them in their classroom learning. • Parent's feel supported and advice and guidance aids families in supporting pupils socially and emotionally.
5. Improved Maths outcomes among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved Mathematical outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
6. Improved Writing outcomes among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments, writing moderation and observations indicate significantly improved writing outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £26556

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of whole school refresher training of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Read, Write Inc)</p> <p>2 x INSET days training – Nov 26th '21 and Feb 18th '21 for all staff.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 6
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>EYFS team to start NELI training to target early language development. Continuation of Talk boost across KS1/LKS2. Fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4,5,6 Key language development will support all areas.

<p>Recruitment of additional teaching assistant to support pupils and administer high quality group work for year 21/22. (Part-time.) Additional hours for TA to support 1:1 delivery of specific intervention support for disadvantage pupils.</p> <p>Existing TA in class support - targeting core areas of learning plus social emotional support</p>	<p>Well trained staff enables quality interventions and support to be delivered within a small group setting – identifying key areas of learning where additional support may be required.</p> <p>EEF recognise TAs work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in proportion to the number of pupils on FSM.</p>	<p>1,2,3,4,5,6,</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Boolean Maths Hub resources and CPD (including Teaching for Mastery training). Years targeted include: EYFS/Y1/Y4/Y5/Y6 – class teacher training and 2 x TAs.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (Use of school Ed psych.) ELSA training and supervision.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3,4</p>
<p>Purchase of standardised diagnostic assessments. (YARC) Training for staff to ensure assessments are interpreted and administered correctly. (Ed psych support)</p>	<p>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</p>	<p>1,2,5,6</p>

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

Budgeted cost: £11710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA hours to specifically support disadvantaged pupils in phonics, reading, writing, maths and language development. TA to work 1:1 or in a small group to address gaps in learning and embed previous teaching.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small group.	1,2,5,6
ELSA supervision x2 so 1:1 targeted Social and emotional literacy support can continue to support vulnerable pupils.	The findings suggest the ELSA programme has a perceived positive impact on multiple components of pupil wellbeing. These components include positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships, as described by the New Economics Foundation (NEF) and Seligman's "PERMA mode" https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801	3,4,
PFSA ½ day funding to work with disadvantaged families – providing support with emotion coaching and mental health and wellbeing.	Effective PFSA support is proven to have positive impacts with families and building positive relationships between pupils and parents. Mental health and wellbeing of pupils and parents is also strongly supported.	3,4,
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,5,6,

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

Budgeted cost: £9600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To widen music provision across the school to support curriculum development and overall well-being. (Ukuleles lessons/choir enrichment.) Staff training to support this curriculum development – purchasing of singing up across school.	Young people continuing to play musical instruments typically love music, have a strong musical identity and have friendships related to music. They enjoy performing and the positive feedback that they get from it. They have developed effective learning strategies, have positive beliefs about their musical capabilities and have realistic goals and aspirations. They embrace new challenges. They have developed resilience in relation to their learning. https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Literature_review.pdf	3,4
To support disadvantaged pupils so all are able to swim	National curriculum outcomes for end of KS2	3,4

for a term each year. To reach end of KS2 standard by end of Year 6.		
To engage in Forest school 3 half terms per year to support in overall well being and social and emotional skills.	There is evidence that Forest School can benefit children and young people in a range of ways and that the physical and pedagogical environment may be particularly beneficial for children and young people with social and emotional difficulties, many of whom struggle within the classroom environment. https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf	3,4
To ensure all disadvantaged pupils are able to attend trips and residential.	Research to understand successful approaches to supporting the most academically able disadvantaged pupils DFE 2018	3,4
To ensure disadvantaged pupils are supported in extra curricular clubs.	Research to understand successful approaches to supporting the most academically able disadvantaged pupils DFE 2018	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

Total budgeted cost: £ 47866

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils not meeting age related expectation was higher than in previous years across the core areas. (Reading, Writing, Maths.) The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Thus said, internal assessments do show disadvantaged pupils across all years have made strong progress.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium targeted interventions to the extent we would have liked.

Our assessments and observations indicated that for a small minority of our disadvantaged pupils their behaviour and wellbeing and mental health were impacted last year. We used pupil premium funding to provide wellbeing support for our pupils and ensured as soon as was able, after school clubs and swimming and forest school were able to resume. This has had a significant positive impact on all pupils and their general wellbeing and mental health.

Targeted interventions have been implemented to good effect once pupils returned to school. We are building on this approach with the activities detailed within this current plan.

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
NA	NA

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?	NOT APPLICABLE
What was the impact of that spending on service pupil premium eligible pupils?	NOT APPLICABLE

Further information (optional)

Kingsmoor's curriculum has been designed and constructed with our school vision at its heart:

'An inspirational school where we all want to work, learn and grow to become the best we can be.'

It is the school's intent to inspire each individual pupil by immersing them in high quality lessons which ignite interest and curiosity; lessons that provide a wealth of knowledge and opportunities beyond the National Curriculum to spark future interests and aspirations. (Please see Kingsmoor's curriculum statement for further information.)

Enrichment opportunities are provided for all through Forest school, Friday activities, Mystery Monday and the school's habits of mind which are essential parts of our curriculum supporting each child academically, socially and emotionally.

Our school is currently focussing on the health (including mental health) and welling of all pupils. A senior mental health lead has been appointed and training is being undertaken. This is a key focus on our school development plan.