



Kingsmoor's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	174
Proportion (%) of pupil premium eligible pupils	13.8%
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Joanne Warren - Headteacher
Pupil premium lead	Joanne Warren
Governor / Trustee lead	Kerry Evert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26315
Recovery premium funding allocation this academic year	£2139
Pupil premium funding carried forward from previous years	£4234
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	£32688

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 58% 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, wellbeing action group, student and parent surveys and teacher observation

	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils (Forest school and swimming, after school clubs.)
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 2022-23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022-23** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in the Read, Write, Inc phonics portal to provide CPD for all staff in the delivery of phonics across the school. (Provision of resources/mentor/training day.) This builds on the previous year where initial training was introduced for all. Cascade supportive materials to parents to support the home learning of book bag books. Purchase Oxford owl resources to support the phonics delivery across the school	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 6
Embedding dialogic activities across the school curriculum. These can support	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1,2,3,4,5,6 Key language development will support all areas.

<p>pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Continuation of Talk boost across EYFS/KS1/LKS2. Fund ongoing teacher training and release time.</p>	<p>inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Teaching assistants utilized to support pupils and administer high quality group work/1:1 support. (This includes enabling teacher to work alongside vulnerable pupils.)</p> <p>Additional hours for TA/class teacher to support 1:1 delivery of specific intervention/adaptive teaching/ support for disadvantaged pupils.</p> <p>Existing TA in class support - targeting core areas of learning plus social emotional support</p> <p>Additional TA support for 1:1 pupil – support with safeguarding and accessing provision.</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>	1,2,3,4,5,6,
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p> <p>Maths lead training – impact across all years.</p> <p>EYFS training.</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:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,5
<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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3,4
<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,5,6

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

Budgeted cost: £7272

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. Additional TA to work 1:1 with a pupil to support needs.	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. Implementation of therapies such as: Play therapy, lego therapy, friendship groups.	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. An addition 1 x day PFSA in school to implement health and wellbeing action group with pupils across school. Cascade information to parents/workshops/each cohort – increase knowledge/understanding and support within this area for all.	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. Highly trained PFSA – who is equipped to support in counselling and key areas which support health and wellbeing.	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: £3875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to provide high quality music provision across the school to support curriculum development and overall well-being. (Ukuleles lessons/choir enrichment/samba/singing tuition.)</p> <p>Staff training to support this curriculum development – purchasing of sing up across school and aim to embed practice.</p>	<p>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.</p> <p>https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Literature_review.pdf</p>	3,4
To support disadvantaged pupils so all are able to swim for a term each year. To reach end of KS2 standard by end of Year 6.	National curriculum outcomes for end of KS2	3,4
To engage in Forest school 3 half terms per year to support in overall well-being and social and emotional skills.	<p>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.</p> <p>https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf</p>	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: £ 32688

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 **2021 to 2022** academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

As per the DfE guidance above, performance measures have not been published for 2021 to 2022 as part of this strategy plan. We have published end of key stage data on our website for parental information which does compare favourably with the national average.

Our internal assessments at end of key stage during 2021/22 suggested that the performance of disadvantaged pupils 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 2021/22 were therefore fully realised and strong progress made.

In addition, internal assessments also show disadvantaged pupils across all years have made expected/strong progress.

Our assessment of the reasons for these outcomes points primarily to the level of support and specific interventions which have been utilised within the classroom. It is important to note that a high proportion of our vulnerable pupils have been impacted by trauma or adverse childhood experiences over the last 2 years and as a result have required specific support in order to keep on track.

Our assessments and observations indicated that for over half of our disadvantaged pupils' behaviour, wellbeing and mental health were impacted last year. We used pupil premium funding to provide wellbeing support for our pupils and their families through high level PFSA/ELSA support alongside specific external agencies: Josephine star to support bereavement.

The delivery of after school clubs, music, swimming and forest school have been impactful with all vulnerable pupils accessing this provision with positive outcomes - having a significant positive impact on all pupils and their general wellbeing and mental health. Targeted interventions have been implemented across each class with positive effect alongside the school led tutoring grant which was utilised well.

We continue to build 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 well-being of all pupils. A senior mental health lead has been appointed and training has been undertaken – a well-being action group has been formed. This is a key focus on our school development plan.