



## Kingsmoor's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	13.7% (24 pupils from Dec 23)
Academic year/years that our current pupil premium strategy plan covers	2022/23 to 2024/2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
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	£34540
Recovery premium funding allocation this academic year	£3191
Pupil premium funding carried forward from previous years	£1574
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39305

## 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.

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 <b>underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils</b> . 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 <b>disadvantaged pupils generally have greater difficulties with phonics</b> than their peers. This negatively impacts <b>their development as readers</b> .

3	Our assessments and observations indicate that the <b>education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</b> These findings are supported by national studies.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have <b>identified social and emotional issues for many pupils</b> and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. <b>Teacher referrals for support with social and emotional needs have markedly increased over the last few years.</b>
5	Internal and external (where available) assessments indicate that <b>maths attainment among disadvantaged pupils is significantly below</b> that of non-disadvantaged pupils. <b>Maths fluency</b> is a key area where targeted intervention and support is required.
6	Internal and external (where available) assessments indicate that <b>writing attainment among disadvantaged pupils is significantly below</b> that of non-disadvantaged pupils. <b>Spelling across KS2</b> remains a priority to build on phonic knowledge.

## 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. Oracy framework is being implemented across the school.
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"> <li>qualitative data from student voice, well being action group, student and parent surveys and teacher observation</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils (Forest school and swimming, after school clubs.)</li> <li>• MHST linked to school has had positive impact for parents and pupils offering supportive interventions.</li> </ul>
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"> <li>• High quality interventions: ELSA/PFSA enable pupils to regulate effectively and employ a bank of techniques which aid them in their classroom learning.</li> <li>• Parent’s feel supported and advice and guidance aids families in supporting pupils socially and emotionally.</li> <li>• MHST interventions to support parents and pupils new addition to school 23/24.</li> </ul>
5. Improved Maths outcomes among disadvantaged pupils – main focus on fluency.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Mastery in number being implemented in EYFS and KS1 – provides strong foundations for Maths fluency work. (23/24)</li> </ul>
6. Improved Writing outcomes among disadvantaged pupils with specific focus on spelling for KS2.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• High expectations and strong teaching of spelling ensure greater quality of written work from all pupils – building on phonics knowledge. (23/24)</li> </ul>

## Activity in this academic year 2023-24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2023-24** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are trained in RWI phonics. Cascade supportive materials to parents to support the home learning of book bag books.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	1, 2, 6

<p>Purchase Oxford owl resources to support the phonics delivery across the school</p> <p>CPD staff training for Spelling across KS2 – renewal of spelling shed.</p>	<p>comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Embedding dialogic activities across the school curriculum. These can support 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>Implementation of oracy framework. Sentence stems in Maths and specific focus on key vocabulary across all foundation subjects.</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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4,5,6  Key language development will support all areas.</p>
<p>Teaching assistants utilised 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>	<p>1,2,3,4,5,6,</p>
<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>EYFS/KS1 mastering number implementation to improve fluency and recall of number facts.</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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Mastering Number:  <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a></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</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</p>	<p>3,4</p>

supported by professional development and training for staff. (Use of school Ed psych.) ELSA training and supervision. MHST linked to the school – 1:1 work with pupils around Cognitive behavioural therapies and reducing anxiety. Parent workshops also implemented.	performance, attitudes, behaviour and relationships with peers): <a href="https://www.edf.org.uk/educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Training for staff to ensure assessments are interpreted and administered correctly. (Ed psych support) Purchase specific assessments/resources to aid vulnerable learners.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,5,6

### Targeted academic support 23-24 (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10853

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 <a href="https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801">https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801</a>	3,4,
PFSA ½ day funding to work with disadvantaged families – providing support with emotion coaching and mental health and wellbeing.  MHST linked to school – parental workshops – ‘Tuning into kids.’ Parent led	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,

anxiety courses including CBT. Referrals available for parents.	MHST providing support for families across the school. A wide range of courses and support available. Staff training around mental health and wellbeing.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5077

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. (Violin 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><a href="https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Literature_review.pdf">https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Literature_review.pdf</a></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 <b>physical and pedagogical environment</b> may be particularly beneficial for children and young people with social and emotional difficulties, many of whom struggle within the classroom environment.</p> <p><a href="https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf">https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf</a></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: £ 39305**

## 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 **2022 to 2023** academic year.

#### 2023 EYFS Results

EYFS - GLD	
<b>Percentage of pupils that achieved the expected standard or above</b>	
Kingsmoor	76
Local	67
National	67

#### 2023 YEAR 1 Phonics screening Results

PASS	
<b>Percentage of pupils that achieved the expected standard or above</b>	
Kingsmoor	92
Local	77
National	79

#### 2023 KS1 Results

The tables show the percentage of Year 2 pupils achieving the national standard or achieving a high level of attainment in 2023.

The number of eligible children is: 25



	Reading Writing and Maths Combined	Reading	Writing	Maths
<b>Percentage of pupils that achieved the expected standard or above</b>				
Kingsmoor	64	80	68	68
Local	55	67	60	70
National	56	68	60	70
<b>Percentage of pupils that achieved a high level of attainment</b>				
Kingsmoor	0	24	4	4
Local	6	19	9	15
National	6	19	8	16

#### 2023 KS2 Results

The tables show the percentage of Year 6 pupils achieving the national standard or achieving a high level of attainment in 2023.

The number of eligible children is: 24

	Reading Writing and Maths Combined	Reading	Writing	GPS (Grammar Punctuation And Spelling)	Maths
<b>Percentage of pupils that achieved the expected standard or above</b>					
Kingsmoor	83	96	83	96	88
local	53	70	68	67	67
National	59	73	71	72	73
<b>Percentage of pupils that achieved a high level of attainment</b>					
Kingsmoor	13	25	13	25	17
Local	7	29	14	24	24
National	8	29	13	30	24

As per the DFE guidance above, performance measures have been published for 2022 to 2023 as part of this strategy plan. There are still impacts from the Covid pandemic and this should still be noted. The end of key stage data is also published on our website for parental information and continues to compare favourably with the national average. Disadvantaged pupils across all year groups have made good progress and received relevant support academically and emotionally which has been positive and met outcomes as stated in strategy. Certainly for Year 6 pupils who left in July 23. Attainment for disadvantaged at end of Key stages is poor – this is due to specific SEND needs for pupils in Year 2 and 6. The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore fully realised and strong progress made.



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

Attendance of disadvantaged pupils in 2 year groups has been supported internally and strong progress made to ensure pupils are in school.

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. 17% of our Pupil premium children for 22-23 also had an EHCP.

Our assessments and observations indicated that around 60% of our disadvantaged pupils' behaviour, wellbeing and mental health were impacted last year. We used pupil premium funding to provide wellbeing support for these pupils and their families through high level PFSA/ELSA support alongside specific external agencies: Josephine star to support bereavement/emotion coaching.

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

## 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.