# King Street Primary and Pre School 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

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| Detail | Data |
| School name | King Street Primary |
| Number of pupils in school | 203 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Sept 2021- July 2024 |
| Date this statement was published | December 2021 |
| Statement previously reviewed | December 2022 and December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Kate Luther |
| Pupil premium lead | Joanne Bromley |
| Governor / Trustee lead | Kate Luther/ Christine Parkinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £119,375 |
| 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 | £119375 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Context  As of December 2023 school currently has 44% of pupils identified as disadvantaged. There is currently higher movement between schools across the county and this is being monitored to fully understand the reasons behind it. We have noticed an increased in families moving from the south of England to properties in our area due to the cost of living. The school has a higher than average proportion of children on the SEND register (34%) with 7 EHCP’s and a further 6 with High Needs Funding for complex needs. The number of children with complex needs is increasing and the complexity of the level of need is also changing. The school has not been able to access additional funding through the LA to support the rise in complex cases and there are currently no spaces in specialist provision for children who require high levels of specialised support. Mental health problems are prominent in the community and due to low incomes many families rely upon food banks, support from extend families, school support or the local church fund. The school has supported families through offering personal hygiene packs, food bank vouchers and issuing spare clothing from the stocks held in school. The school now offers an outreach service to families which offers household items, a food pantry and signposts to services. 63% of pupils fall into the top 30% of the country’s income deprivation ( IDACI 2019).  Intent  Our ultimate objective is to ensure equity for all pupils through early identification of need, high quality first teaching approaches with well trained staff and robust intervention support which promote rapid progress. The strategy looks at the child as a whole and identifies barriers they are facing. This will cover social and emotional mental health, academic support, enriched learning experiences such as residential visits and access to learning resources, such as home learning devices. Support will identify the actions needed to overcome the barriers and carefully plans actions to meet identified needs. This could be through experiences, resources or adult support to ensure that disadvantaged pupils have the same opportunities as non-disadvantaged peers and can achieve similar outcomes and be fully prepared for their next stage of transition. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Limited opportunities for children’s talk due to successive lockdowns and the slow recovery of services post Covid. Talk has not been consistently modelled or extended for long periods of time and this has impacted language development and vocabulary and the ability to articulate themselves effectively and to write cohesively and fluently. Particularly with the youngest of children. |
| 2 | children struggle to maintained their non cognitive skills such as resilience, stamina and levels of motivation they previously had resulting in difficulties with attention and listening and self regulation of behaviour and emotions. This has been slow to recover and compounded by the current cost of living crisis which restricts opportunities for families leading to children having less experience outside of school. |
| 3 | A significant proportion of children already enter school below expected standards and the impact of Covid and the reduction of services has led to wider gaps in learning. |
| 4 | High levels of anxiety remain post Covid and this affects children and their parents. Mental health services in the community are not sufficient to manage to level of need and therefore school services support both parents and children- especially around improving attendance. Children are spending less time outdoors and more time online which contributes to levels of anxiety and online friendship issues. |
| 5 | Deprivation and poverty have increased and children and families are finding the current situation challenging and require additional support to manage daily activities and cover household costs and hunger has become prominent amongst children leading to lack of concentration and emotional outbursts. |
| 6 | Cases of childhood illness, alongside other factors such as: anxiety over health and school has led to lower than normal attendance which affects the potential progress of children. Atitudes towards education and attendance have shifted (similar to national patterns) Adult mental health difficulties have increased significantly and the impact on their children is evident. NHS and other services are at capacity and support for families now falls to schools. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2024 (3 years from start of plan)**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Children have an enthusiasm for reading and retain a wide range of vocabulary, taught both explicitly and through the wider curriculum. Learning experiences steeped in talk and are language rich giving children the vocabulary to express themselves articulately both in spoken and written forms.  The teaching of phonics is consistent and aim for children develop reading fluency by the end of KS1. | Phonics scores to be around the national average demonstrating strong progress post pandemic. Reading fluency is strong.  Children’s talk and writing show higher order vocabulary and vocabulary is transferred and applied across contexts.  Children can sustain dialogue over time and can comprehend and answer complex questions appropriate to their development. |
| Children have enriched experiences across a broad and balanced curriculum in order to embed life skills, Powerful Knowledge, understanding and cognitive flexibility. Children retain knowledge over time. Children are taught about metacognition and to think about and reflect on their learning and are empowered to contribute to their own learning journey.  Children use Outdoor education opportunities to build resilience, cooperation and problem solving skills (building on effective characteristics).  Children (and parents) recognise the benefits of outdoor/nature on mental health and can use strategies in the outdoors to help regulate levels of stress and anxiety | Children are focused, retain knowledge over time and talk confidently about their learning applying and transferring skills across a range of contexts. Older children relate knowledge and skills to the wider world.  Staff are confident in delivering a curriculum which facilitates powerful knowledge and cognitive flexibility. Curriculum plans are well sequenced and are progressive across school, allowing time for revisiting knowledge and building upon prior skills.  Floor books show evidence of a broad, balanced and enriched curriculum.  Metacognition lessons embedded in the curriculum. Children are active participants in learning and understand the importance of challenge and an open mindset.  P4C lessons embedded in the curriculum.  Children have a range of experiences which include specialist music lessons, outdoor education, specialist visitors, pantomimes and theatre workshops. |
| Reading fluency across school shows termly improvement based on Pira baselines.  Maths fluency and basic skills to show accelerated progress based on September 2021 baselines. | Data shows strong progress across school with high quality intervention identified  . |
| All staff are equipped for early recognition of children’s mental health needs.  Senior Mental Health Lead ensures high quality resources are available to support teachers and children with SEMH. They develop staff knowledge on specialist mental health and anxiety programmes and resources are increased to manage the changing needs to the children in current situation.  Parents have good communication links with the school and a system to make referrals with concerns about their child.  Senior Mental Health Lead and SENDCo identify needs early to ensure all pupils are able to focus on their learning during lessons and can self-regulate their behaviours to minimise disruption to others and recognise that they have a safe place to disclose concerns and anxieties.  Children and parents have the knowledge and understanding of staying safe online and how to report inappropriate content- parents can make informed choices about their child’s online activity.  Children participate in outdoor activities to manage physical and mental health, build resilience, motivation, problem solving and understanding of the world around them. | Team up and SEMH lessons embedded into the curriculum  Children talk confidently about personal development  Staff are well trained on mental health issues and can confidently support children with identified needs  Parents can access support and advice in school and can be signposted to additional support. Surveys show parents feel supported.  Emotional intelligence and Gem powers embedded into the curriculum  Children can talk confidently about managing emotions and the importance on this as a life skill.  Children talk about feeling safe and knowing who to talk to.  Very few behavioural issues in school resulting in minimal disruption to learning.  Children understand how the attitudes to learning are managed in school. Both positive recognition and consequences for not following class charters.  Children use the outdoors as a strategy/coping mechanism for managing and regulating emotions and behaviour. |
| Children demonstrate the required levels of fitness for their age and can make healthy food choices. Children collaborate and communicate effectively as a team. | Children can talk about a healthy balanced life style  Children recognise ways they can be healthy in school  PE lessons promote healthy lifestyles  Children are fit and healthy and are accessing a wide range of clubs in or out of school.  Food technology is taught regularly and shows pupils how to make a healthy meal  Children understand about personal hygiene including brushing teeth. |
| Staff are well trained across a wide range of educational disciplines and can make effective educational choices to promote strong outcomes for children and develop well-adjusted individuals who can also make effective life choices. | Children working at Age Related expectations.  Children have high aspirations for career and life choices.  Children have an understanding of their place in the wider community, the economy and understanding basic money management.  Children are articulate and knowledgeable.  Children can solve problems independently and are ready for the next stages for transition. |
| Children attend school regularly and families are support to improve attendance where necessary. | Attendance will be in line with national figures. |

## 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: £ 5*,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for all staff including consultation sessions SENDCo and external agencies such as SALT and EP services. | Training and staff development have been key to the improvements made in school and identifying barriers to learning. It will continue to be central to its development. Highly trained staff are more confident in their subject knowledge, have a deeper understanding of Pedagogy, challenging learning and are better able to evaluate learning and identify next steps across the whole Primary curriculum.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>  EEF research suggests a gain of 5 months when children are offered challenge within the curriculum | All challenges- training given is across different aspects of educational development |
| High quality, challenging teaching and assessment across a broad and balanced curriculum in all year groups with meta cognition and Powerful learning embedded. | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>  EEF research suggests a gain of 2 months when pupils are involved in the arts  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>  EEF research suggests a gain of 8 months when pupils are given high quality feedback  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/  EEF research suggests a gain of 5 months when pupils are able to work collaboratively  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/>  EEF research suggests a gain of 8 months when children understand and use meta cognition  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning>  EEF research suggests a gain of 5 months when children are offered challenge within the curriculum | 1,2,3 |

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

Budgeted cost: £ 75*,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Targeted tutoring -one to one and small group.* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  One to one and small group tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. | 1,2,3 |
| *Speech and language intervention support- supported by Speech and language therapist* | EEF research suggests a gain of 6 months when pupils are offered oral language intervention.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/> | 1,2,3 |
| *Reading intervention support- Teacher led* | There is clear evidence to show that children who are confident readers by age 7 achieve better economic success than non-readers later in life. Children who read have a wider and more complex vocabulary and usually attain higher in writing. By having more non-fiction books read we aim to improve technical language and the ability decode and understand in context. EEF research suggests a gain of 6 months when pupils are taught reading comprehension strategies  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1,2,3 |
| *Phonic intervention support- teacher led* | The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.  Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2,3 |
| *Sensory and occupational therapy intervention* | One to one and small group tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or therapist to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. |  |
| *Teaching assistant interventions* | Additional adult support personalised to children’s needs to support rapid progress. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3 |

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

Budgeted cost: £ 65,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Attendance champion to monitor and improve attendance* | Regular and consistent attendance at school ensures that children do not develop ‘gaps’ in their knowledge. DFE research in 2012 and 2016 make clear the link between attendance and attainment. <https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014> | 4,5,6 |
| *Senior Mental Health lead and parent support* | It is widely recognised that young children need social and emotional support to achieve. EEF recognises that children can make 4 months progress if offered SEMH support. The school aims to provide support and strategies throughout the curriculum to ensure that children develop resilience, a social and moral conscience and the ability to make independent, informed decisions about themselves and their lives. There is a focus upon mental health and well-being.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>  EEF research suggests a gain of 4 months when pupils parents engage in their learning. When school communications is tailored to encourage positive dialogue about learning, there is some evidence that personalised messages linked to learning can promote positive interactions.  Supporting parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  EEF research suggests a gain of 3 months when behavioural support is given to pupils  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/> | 2, 4,5,6 |
| *Reduced cost Breakfast club and enrichment activities* | Ensuring identified children are accessing regular breakfast to aid concentration and working alongside parents to ensure family needs can be met. Funding to support children to access school visits and residentials to ensure there is equity across all groups of children.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4,5,6 |
| *Outdoor education opportunities* | Children begin school with low levels of social skills, resilience and independence Forest school days and Outdoor education will help develop team work, independent thinking and social and emotional development. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience developing ono cognitive skills. <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/> | 2,4 |

**Total budgeted cost: £ 145,000**

**To meet the required need for Children in school, £25625 additional costs (above the £119,375) amount allocated for Pupil premium will be funded from school budget, including SEND funding.**

# 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.

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| Training continued this academic year with an emphasis on developing the curriculum. Staff have identified substantive and disciplinary knowledge and identified succinct end points across the curriculum that children need to know. This has ensured that the curriculum is progressive, with opportunities to revisit learning and aids the retention of knowledge over time. The curriculum has been developed from EYFS and ensures that it builds upon previous knowledge. Children are more confident about what they have learnt and pupil discussions show that children are able to use taught knowledge and relate it to other areas of learning to help make sense of the world around them. Children are developing a wider knowledge of the world around them and are increasing in their levels of curiosity and creating an positive impact on their questioning and language skills.  Speech and language development has also continued to have a strong focus and SEND training has been delivered on literacy difficulties and supporting children to overcome barriers to writing. Staff have also received training on PDA and associated autistic traits and how to support these in a mainstream classroom. SENDCO continues to hold meetings with teachers to look at needs of the cohort, identify suitable intervention and resources and to identify and further training needs. This ensures that children have support plans and that their needs are met through whole class and targeted support. Funds are allocated according to need and are coasted based on the provision required. This ensures that children can access the wider curriculum using resources and strategies at their own level. SALT also helped to address these needs and deliver training within the classroom environment, alongside staff. EYFS specialist has supported EYFS alongside online training webinars. Pupils learning improved because of this knowledge and training and the strategies that are employed to support children. Disadvantaged children are making progress and report being happy in school, feeling safe and understanding tasks given to them.  All classes have continued to receive support from the SEMH lead over the year which has ensured that support to children has been of a high standard. This is evidenced in the quality of conversation children can hold around mental health, which is continuously improving. Staff also observed specialist teaching to learn best practice and to enable them to embed this into their own daily teaching. EYFS continue to use the out doors for at least weekly forest school sessions and children are thriving using the natural environment and staff and parents identify that focus, resilience and problem solving are improving quickly. Outdoor education across the rest of school has had a significant impact on children’s resilience and ability to have a go. Their physical fitness has improved significantly and it has allowed children to explore their local area, develop gross motor skills such as climbing and also to apply skills such as self regulation which are taught within a classroom environment. Children are accessing activities that would not normally be available to the family due to the high costs involved for individuals and therefore offers them opportunities and closes the gap between our children and those in higher income families. Children speak very positively of outdoor education and how it makes them feel and the pleasure they get from undertaking outdoor (and adventurous) activities.  Launchpad to Literacy is in the early stages of being developed with training now complete. The training is already enhancing the knowledge of staff which has been used to then improve classroom practice and develop their understanding of early childhood development. Visits to other EYFS settings (best practice visit) have also supported the development of the outdoor area. A gap analysis audit has ensured that all areas of the curriculum can be promoted outdoors and that language is promoted by staff through clear word displays. School is currently involved in 2 best practice projects, alongside DFE and a private provider who have made very positive comments on the provision in school.  Parental engagement has been promoted with information sessions to support children with phonics and reading at home. These were well attended and have helped ensure consistency for children and consolidates the learning in school.  Funding has been tailored to wards parents need for online safety training. Parents often report not feeling comfortable with the spped in which technology has changed and the purchase of a parent friendly training platform has ensured we can offer all parents ‘on-demand’ training in the comfort of their own home.  Teaching of reading is evident in monitoring of work and is high quality. Many children report a love of reading and staff continue to raise the profile of reading in school. Further books have been purchased top broaden the genres available to children and a reading spine has been created to ensure that children access language rich texts across a wide range of genres. School has also worked alongside the English Hub to ensure that the audit feedback was used to develop best practice and ensure policy is consistently embedded across school.  A new approach for teaching personal is currently working well. Children are engaged learner who enjoy school. The stamina of children is recovering and children are improving their resilience in facing challenging situations. Children are showing that they understand their different emotions and now need to begin to consistently regulate them.  Outdoor education is a driving force for PSD in EYFS with the outdoor provision being redeveloped to support stronger progress and to increase motivation for children to choose the outdoors. There is continued work in place to created a more structured approach to the development of personal Development to ensure that every opportunity (including cross curriculum) drives aspirations of children to continually improve and succeed.  Active marking continues within classrooms and pupil voice sessions show that children are retaining their learning. Active marking provides instant feedback to children and is showing to increase progress rates with misconceptions identified and rectified quickly.  Specialist teaching and reinforced learning from teachers has ensured that children have been able to retain their knowledge of Gem Powers and transfer this knowledge and understanding into all aspects of their school like and parents report that children use the language of gem powers and emotional intelligence at home and that the self regulation and decompression techniques help them manage in the home environment.    Attendance continues to be affected by childhood illness and some anxiety around school- including parental mental health but a revised attendance policy and approach, alongside an increase in the size of the attendance team has ensured that children are identified quickly and procedures are in place to manage long term absence. Attendance is currently in line with LA averages.  Music services have continued throughout the academic year – children have engaged in music thorough either the direct contact with the music teacher or through services and resources delivered in class. This increases children’s motor skills, rhythm and appreciation of music. It also allows disadvantaged children to experience activities alongside non disadvantaged peers and explore their talents with a subject specialist teacher.  End of KS2 outcomes show that despite the challenges that children face beyond the classroom, the strategies and support in place ensures that they leave King Street School ready for the transition to secondary with attainment in line with the national average and good progress scores from starting points. In addition to this children are resilient, self confident and aspirational and demonstrate the values we hold as a school. |