# King Street Primary and Pre School Pupil premium strategy statement

## This statement details our school’s use of pupil premium 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 | 227 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Sept 2024- July 2027 |
| Date this statement was published | December 2024 |
| Statement previously reviewed | December 2023 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Kate Luther |
| Pupil premium lead | Joanne Bromley |
| Governor lead | Kate Luther/ Christine Parkinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £140,910 |
| 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 | £140,910 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Context  As of December 2024 school currently has 44% of pupils identified as disadvantaged. There has been a significant influx of children across the Summer term of 2024 with many of these recognised as disadvantaged. The school has a higher than average proportion of children on the SEND register (40%) with 11 children with High Needs Funding for complex needs. The number of children with complex needs is increasing with further applications being made to recognise this need The complexity of the level of need is also changing as more complex needs remain in mainstream. Mental health problems are prominent in the community and due to low incomes and zero hour contracts, 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. 63% of pupils fall into the top 30% of the country’s income deprivation ( IDACI 2019).  School attendance can fluctuate with attitudes to education shifting and parents requiring more support to get their child into school. Some pupils have developed an anxiety around school and therefore PA has increased as these pupils are supported to return.  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 | Children starting school with significantly lower levels of language development that in previous years, affecting social interactions and children’s ability to self regulate. |
| 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. Current cost of living crisis has reduced the additional experiences children receive at home and their development of life skills. |
| 3 | Children are finding social situations more challenging and larger groups more difficult to be in. More children are displaying anxiety around school attendance and show more complex issues around friendships. |
| 4 | 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 | Complex SEND and SEMH schools is increasing significantly with 40% of children recognised as SEND. High needs complex SEND is identified as 12%. Children with SEND needs are also identified as disadvantaged children which adds to the complexity of challenges. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2027 (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 curriculum identifies ‘foundational knowledge’ which helps create the building blocks of knowledge and skills throughout EYFS and 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.  Writing will be clear and well written with accurate application of key skills and punctuation.  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 and English books show progression in writing with fluent, articulate writers by the end of KS2.  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. |
| 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 with children able to use the language of zones of regulation to express their emotions.  Children talk confidently about personal development and how to keep themselves safe.  Children can manage anxious situations with the strategies they have ben taught.  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  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 |
| Continued CPD for all staff including consultation sessions with external agencies such as SALT and EP services.  CPD around self regulation, mental health and | 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 |
| Continued support for teachers to ensure high quality, challenging teaching and assessment across a broad and balanced curriculum in all year groups with meta cognition and Powerful learning embedded. | EEF research suggests a gain of 3 months when pupils are involved in the arts  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  Effective teaching of reading and comprehension skills equips children with lifelong skills  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>  EEF research suggests a gain of 6 months when pupils are given high quality feedback  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>  EEF research suggests a gain of 5 months when pupils are able to work collaboratively  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>  EEF research suggests a gain of 7 months when children understand and use meta Cognition  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  EEF research suggests a gain of 5 months when children are offered challenge within the curriculum (mastery learning) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_searchh&search_term> | All challenges |

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

Budgeted cost: £ 100*,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/small-group-tuition>  One to one and small group tuition approaches can enable pupils to make effective progress of up to 4 months 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. | 1,2,3,6 |
| *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/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1,2,3,6 |
| *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> | 1,2,3,6 |
| *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> | 1,2,3,6 |
| *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. | 1,2,3,4,6 |
| *Teaching assistant interventions* | Additional adult support personalised to children’s needs to support rapid progress of up to 4 additional months. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3,4,6 |

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

Budgeted cost: £ 75,000

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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/> | 1,2, 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: £ 180,000**

**To meet the required need for Children in school additional funding is used from school budget to meet the needs of disadvantaged pupils in school, particularly those with complex needs.**

# 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 2023 to 2024 academic year.

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| Training continued this academic year with an emphasis on developing the curriculum and identifying opportunities to consolidate learning. The curriculum shows clear progression with succinct end points. 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.  There has been significant developments in EYFs where it was recognised that children are entering school with less developed skills than in previous years and further training has been given to staff in early childhood development so they can better support early language development and an emphasis on helping children regulate their emotions from an early age. (The school now admits 2 year olds) 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 and interactions focus on creating a narrative for children to copy and develop.  Children’s vocabulary is developing due to the emphasis on specific vocabulary teaching, both everyday vocabulary and subject specific vocabulary. Children are becoming more articulate in their oral construction of sentences and this is beginning to develop in writing.  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. 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 and is recognised by children and staff as making a significant contribution to children’s well being and life skills- closing the gap between disadvantaged and non disadvantaged and giving valuable cultural capital experiences. 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 and parents speak very positively of outdoor education and how it makes them feel and the pleasure they get from undertaking outdoor (and adventurous) activities with some confirming this has impacted their own lives as they now use the outdoors more as a family.  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. Parents were also offered mental health and wellbeing , outdoor education, sessions with an emphasis of improving parental mental health and in turn, improving children’s attendance. This was highly successful and had a positive impact on individual children and their families, improving family relationships and improving attendance over time.  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.  Staff training continues to consider approaches to teaching to find new ways to engage children, support memory retention and support collaborative working. The use of drama and inquiry have helped children focus on specific elements of the curriculum and place learning into a context. Children are showing that they understand their different emotions and now need to begin to consistently regulate them using appropriate language and actions to articulate their feelings.  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.    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. |