

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingsway Infant School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Smith COG
Pupil premium lead	Donna Byrne Inclusion Lead
Governor / Trustee lead	Mrs Zuleka Ballard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,225
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£45,430

Part A: Pupil premium strategy plan

Statement of intent

Our 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.

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

As a Trauma Informed School we recognise that 'every interaction has the power to bring about positive change' Mark Rowland 2021

This structured plan will focus on key areas as highlighted by the Ofsted Handbook alongside four core key elements for change;

- **Relationships** – research shows that if children have consistent experiences of feeling safe, healthy, active, nurtured, achieving, respected, responsible, included they will develop skills and brain systems that provide resilience.
- **Metacognition and self-regulated learning**
- **Language Development and comprehension** – word exposure is not enough we aim to provide educational experiences that provide robust vocabulary instruction
- **Social, Emotional and mental health (SEMH)** Pastoral care is a stepping stone to academic achievement for all.

We will identify pupils by **need** not label. Pupils with low prior attainment will never be considered to be 'low ability' as this is untrue. Differentiation is about scaffolding up not setting limits on what a child can achieve. Assessment is used to adjust teaching responsively. Gaps in learning can then be addressed and pupils can be successful. The best way to improve self-esteem is success in the classroom. Achievement leads to raised aspirations.

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 quality first teaching in all classes
- ensure disadvantaged pupils receive timely and appropriate and targeted interventions to support and move learning on
- 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 pupils can achieve
- provide opportunities to enhance cultural capital and support non-academic challenges including support behaviour, mental health and overall well-being.
- We NEVER write anyone off based on prior attainment. No child here is LOW ability. A significant proportion are low achieving on entry. It is our job to accelerate their learning and provide rich opportunities. We recognize that too often we cannot fix what is happening out of school but we can make children's time here as amazing and successful as possible.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – no matter how high quality our teaching is or what interventions we put in place we know that children who do not attend school regularly will be disadvantaged. Because of this we have a strong level of investment in this area to focus on working with parents and families to address this. Overall attendance is strong however; there is a small but significant core of children who are disadvantaged in this way.
2	Reading is key. Historically pupils at KIS have achieved well in all areas by the end of Key Stage 1. <i>This has been backed up with end of Key Stage 2 data for those same pupils from the feeder Junior school.</i> Having read the National Framework and the research behind it we want to use all that is good from the framework and invest in a fantastic new Reading and Synthetic phonics scheme to ensure fidelity across the school. January 2022 sees the introduction of Little Wandle Revised Letters and Sounds

3	Curriculum: Our already creative curriculum requires further adaptation as the pandemic situation has exacerbated a lack of opportunity for enrichment and Cultural Capital for many of our families. A rich curriculum is essential to address this for all but in particular the most disadvantaged.
4	Well-being: Physical and Mental Health Even before the pandemic health data indicated that one third of our pupils start school in Reception overweight or obese. Our high levels of interaction with families during lockdown and beyond has really high-lighted that many have no garden or safe space to get outside pupils have less access to organised and casual exercise and physical activity(See also: Sports Premium Plan) Both Nationally and locally we are aware of greater levels of anxiety and lower levels of well-being and self-confidence particularly on entry to school. This could manifest in behaviour / learning issues, ability to remember and build on prior learning etc. Domestic Violence and numbers of referrals to social care have increased impacting on pupil and staff well-being, DSL workload and the type of pastoral interventions needed.
5	Teacher assessment and observation have identified that some disadvantaged pupils also have a multiplicity of additional barriers that limit learning for example: Low parental engagement, Inconsistent/Poor Attendance, lack of enrichment/ Cultural Capital, English as an additional language, lack of space for learning, family mental/physical health problems etc

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
High levels of attendance overall and with few exceptions. Those who have poor attendance are rapidly improving.	Attendance overall is in line with or above the National Average (Covid excepting) Target families will show improved attendance in line with their peers
High quality teaching to enable all children to be successful with high levels of self-confidence and strong progress and achievement in Phonics, Reading, Writing and maths <i>EEF states that confidence in learning is addressed through high quality teaching and pupils being successful in class</i>	Pupils will enjoy high quality learning and achieve in line with or above their peers regardless of their economic status Pupils will achieve in line with or above their peers in the phonics test and national reading assessments Teachers will have high expectations and Identified gaps will be addressed ensuring pupils are successful and achieve their potential.
Curriculum is rich and well-matched to the needs of our pupils A strong focus on oracy and reading means that children love learning and are successful Teachers and learners will have a strong focus on learning, retrieval and metacognition	Children love learning, teachers love teaching. There is an expectation of successful and enjoyable learning for all. Children learn to read following a well-structured scheme based on phonological knowledge and reading skills.
Pupils are happy, confident learners with resilience and determination to succeed	Pupil voice, classroom observations, parent feedback will indicate happy, confident children Pupils will have a range of

	strategies and tools to support their physical and mental health
High levels of pastoral care ensure pupils can focus on learning and make the progress and achievement they are capable of.	Pupils with multiple hurdles to learning will have been identified and where possible support put in place to ensure hurdles do not become barriers. Communication with parents is high priority. Parents/carers are able to work with the school for the best outcomes for their child.

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: £ 25,000 (includes new Reading/Phonics Scheme costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved trained adult/pupil ratio in EYFS + New EYFS lead	EEF: There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.	1,2,3,4,5
CPD Staff training Staff will learn together about	EEF: Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class	1,2,3,4,5
Introduction of new Reading and SSP phonics scheme	Reading Framework EEF: 'some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'	2,3,4
Staff CPD Metacognition, self-regulation, focus on 'retrieval' build on prior learning and reduce cognitive overload	EEF Teaching Toolkit: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. <i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i>	1, 2, 3, 4, 5

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Champions – 1-1 and group reading focusing on building on learning, phonics, oracy and comprehension	EEF Toolkit: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	2
FFT support	FFT, This has been successful over many years. EEF toolkit supports such short term targeted approaches which are continuously evaluated for success	2
1-1 Tutoring	DfE	1, 2, 3, 4, 5

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support – Family Support Worker, Learning mentor, Attendance Champion, Drawing and Talking Therapies	EEF <i>while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour.</i> <i>EEF (Attendance REA 2021) 'Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).'</i> <i>'However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.'</i>	1,4,5
Lunchtime Learning Leaders Pupils are engaged in learning activities and supported in development of what the EEF calls 'life skills' by qualified staff during lunchtime. Pupils learn traditional songs and games, listen to stories, get support with turn-taking and self-regulation where needed.	Great Expectations Vol 1, School Evidence: EEF: 'ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.'	2, 3, 4, 5
School Uniform	Parent feedback, Schools Own Experience: <i>Parents welcome the supply of new uniform enabling their child to start school</i>	1, 4

	<i>looking smart and ready without impacting on family budget.</i>	
<i>Clubs</i>	Parent feedback, Schools Own Experience: Pupils can attend a club of choice. Subsidised breakfast Club is offered to target pupils to improve attendance/health/well-being	1, 3,4,5
<i>Musical Tuition</i>	Parent/Pupil Feedback - Pupils enjoy lessons and schools own historical data shows these pupils make better progress than if they did not have additional musical tuition – <i>KIS Recognised for innovative approach PPG Awards 2014</i>	1,2,
<i>Enrichment Activities</i>	EEF: 'We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'	1, 2, 3, 4, 5

Total budgeted cost: £ 53,000

Costs are approximate but above PPG funding and included in School Budget which supports the School Development Plan

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. We will instead provide a snapshot of the success that this additional funding has provided for pupils at Kingsway Infant School.

It was recognised nationally that formal Teacher Assessments were not appropriate against previous 'Age-related' or 'Expected' levels. However, to support smooth transition from the Infants to the Junior School on this shared site teachers passed internal records and assessments. In school progress data showed that by the end of Key Stage 1 100% of the disadvantaged pupils had made strong progress in reading. In Writing and Maths this was felt to be typical or better progress for that same group.

Phonics screening took place in December 2020 in Yr2. 83% passed the phonics test. This is well below the usual achievement levels of the school.

The school used Catch up/Recovery funding to pay for an additional teacher to support the learning of Year Two during the summer term 2021 when all children were back in school. This year group had had the most disruption and the provision of additional small group and 1-1 tuition ensured they had time with a qualified teacher to support their learning. The school focused much of this intervention on reading skills as we feel it is the key to unlock all learning and is an essential skill for life.

One to one teaching in FFT continues to be extremely successful with target pupils achieving high levels of progress and success. Some children jumping 10 – 12 levels in their reading in response to this daily short term intervention. Staff work closely with parents to ensure the team approach really supports the child. This has been funded by PPG for a number of years and we will continue to build on this successful approach.

A strong focus on High Quality Teaching and CPD have ensured that teaching has continued to remain strong. Staff accessed a huge number of courses after the school signed up for the National College and Creative Education. Staff are extremely proactive in being lifelong learners and used time at home to expand their skills and knowledge. All staff studied a range of courses such as: on well-being, autism, behaviour management, as well as ways to extend remote learning and the traditional courses in Phonics, English, Maths etc. The school currently has four staff qualified to

Headteacher level; most Teaching Assistants are qualified to Level 3 or above. Many have level 4 and beyond. The school has a good record of growing their own teachers and leaders. WE feel it is important for everyone to have an open mind and continue of their own learning journey no matter what their stage in career or life.

The school invested in 'Marvellous Me' during 2019/20 as a way to ensure parents could keep in contact with their child's learning whether we were in school or remote learning. This was added to very proactive staff who were prepared to go above and beyond for our pupils; delivering learning packs, providing reading sessions outdoors when parents were too anxious to allow their child to come to school, delivering FSM vouchers to those unable to print or use IT etc

Pastoral support such as Attendance meetings, Family Support Worker, Drawing and Talking therapy etc were all successful for target pupils and families.

General well-being for all was addressed with a range of strategies including: Well-being journals for all pupils and staff, bespoke puppet sessions designed around our curriculum and our pupils needs. We designed a script built around resilience, tenacity, kindness, honesty, tolerance and a big focus on anti-bullying. We found that particularly after lockdown children were often very quick to be offended, angry, upset. They were not used to sharing space or even accidentally falling over or getting bumped into on the playground. We had to do a lot of work to help children get along with each other and share space and even adult attention again.

Pupils had access to enrichment activities including musical tuition, after school clubs, breakfast club. These were targeted to specific pupils. Piano lessons continued via remote learning to ensure this was effective. Providing fun and learning throughout a difficult time. In school, we have found that pupils learning is positively impacted by this additional learning as well as the feeling of success this intervention gives.

Breakfast Club is not freely available to all but is part of the toolkit used to support pupils. It has been used to support those who may need a more regular attendance, improved access to food, social skills or child-care to enable parents to work and improve their life chances. The Breakfast Club leader works closely with the SLT to meet the needs of target pupils.

Lunchtime Learning is something the school has been successfully developing for a number of years. Lunchtime staff have focus children to support giving them a regular person to talk to or to look out for them during this tricky time of day. During the pandemic and 'Bubbles' it was necessary to split the EYFS pupils onto a separate playground. Therefore, it was necessary for additional qualified staff to be added to the Lunchtime Learning situation. Staff from the EYFS team worked exclusively on that playground providing high quality interventions throughout the time. It was felt that this was an additional 5 hours of planned learning that could be added for children who have really missed out on their preschool education and most importantly in social

skills, perseverance and tenacity. This was a focus of planning and activities available during lunchtime. We plan to build on this success moving forward.

One amazing experience was when a farm was brought onto the school site for the day. Children met a full range of farm and domestic animals and experienced touching and feeding them. This would not have been possible for these children without this funding as the world has been in a pandemic situation for what is a large chunk of their lives and they have not had the chance to visit educational settings or have such rich experiences. Staff ensured that target children in particular had experience of touching, feeding, leading the animals. It was noted that some children did not know the names of goat, goose or even sheep prior to this visit. How can you respond to traditional stories like Billy Goats Gruff if you have no idea of what these animals look, feel and smell like? We also had a virtual space experience which was truly amazing and something almost all of our pupils would never have had the chance to experience. The awe and wonder inspired by these visits was priceless. The school keeps a selection of work inspired by such experiences to show the dramatic impact of this spending. Levels of achievement were raised as children felt even more inspired to write, draw and paint about their experiences. The school invested in watercolour paints, brushes and proper watercolour books to really allow pupils to express themselves. This was so successful we will continue with this and build into future teaching and curriculum.

We take our use of PPG funding very seriously and are continuously reviewing our approaches for each child trying to analyse the impact of our efforts. Where we find there is little or no impact we can quickly stop the intervention and try something else. More often where there is a positive impact we build on this and look for additional ways we can improve. 2022 onwards we will have additional focus on phonics and a new linked reading scheme in line with government advice and supporting research.