Kingsway Infant School
Pupil premium strategy statement
2021-2024

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

Detail	Data
School name	Kingsway Infant School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	23% (39)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 academic year to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Debbie Knights (HT)
Pupil premium lead	Debbie Knights (HT)
Governor / Trustee lead	April Gibb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,835
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	£ 42,913

Part A: Pupil premium strategy plan

Statement of intent

At Kingsway Infant School, we believe that all children should have equal access to the curriculum and aim to provide a high quality education for all that is responsive to the needs of each cohort.

We strive for all our pupils, including those who are disadvantaged, to make strong progress in order to close the attainment gap with our non-pupil premium children by the end of Key Stage One. The challenges in doing this are varied and there is no 'one size fits all' approach, which is why we provide a range of strategies and provision individually tailored to our pupil premium children. Strategies include targeted interventions to boost children's core skills, plus support to boost children's language and communication skills.

As a school, we pride ourselves on our nurturing approach to supporting children to be the best they can possibly be. We recognise the importance of ensuring positive mental-health and well-being for our children, especially those who are disadvantaged. We believe individual and group targeted support to improve children's social skills and resilience increases children's capacity for learning. Our ambition is for our children to leave Kingsway Infants with high self-esteem, positive mental health and the confidence to be the best they can be.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of children entering (24%) our Early Years Foundation Stage (EYFS) have English as an Additional Language (EAL) which creates barriers to their development in areas of the EYFS curriculum, including, Communication and Language, Knowledge and Understanding and Literacy.
2	A number of our pupil premium children require additional support to develop their Personal, Social, Emotional Development (PSED) skills, due largely to limited opportunities for social interaction during and after the pandemic.
3	A significant proportion of our pupil premium children have additional vulnerabilities, such as Special Educational Needs and Disability (SEND).
4	A proportion of our pupil premium children have low attendance and are either absent or late for school on a regular basis.

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
To secure strong progress in Reading from children's relative starting points to ensure the vast majority reach at least age related expectations (ARE) by the end of Key Stage One (KS1).	Vast majority of Pupil Premium (PP) children will achieve the expected standard in Reading by the end of Key Stage 1.
To secure strong progress in Writing from children's relative starting points to ensure the vast majority reach at least ARE by the end of KS1.	Vast majority of PP children will achieve the expected standard in writing by the end of Key Stage 1.
To secure strong progress in Mathematics from children's relative starting points to ensure the vast majority reach at least ARE by the end of KS1.	Vast majority of PP children will achieve the expected standard in Maths by the end of Key Stage 1.
For children to develop a secure understanding of phonics and are able to apply these skills when reading and writing.	Vast majority of PP children at Key Stage 1 will achieve the expected standard in the national Year 1 phonics screening assessment.
To secure strong progress in in CL from children's relative starting points to ensure the vast majority reach at least ARE by the end of EYFS.	In Early Years, the vast majority of children will reach age related expectations in CL by the end of the foundation stage.
To secure strong progress in PSED ensuring: • children understand the conventions of social interactions • children are resilient • children are able to recognise and regulate their emotions These will be targeted according to the needs of the individual children.	In Early Years, the vast majority of children will reach age related expectations in PSED by the end of the foundation stage. Children understand the characteristics of effective learning. Targeted support promotes children's wellbeing and therefore readiness for learning. Interventions support well-being for Pupil Premium children. PPG Children will have access to free school uniform. Children will have to opportunity to attend one after school club per year and/or breakfast club.
To improve the attendance of pupil premium children.	Targeted pupils will have increased attendance from their starting points.

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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new support staff) have received appropriate training to enable them to deliver effective guided reading and phonics sessions. Cover for staff to attend training to support the implementation of strategies to target children's development in CL in Reception and Year 1.	Education Endowment Foundation (EEF) – Teaching Assistant (TA) Intervention TAs can be used to support the teacher in the general classroom environment, or to provide targeted interventions. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. The average impact of the deployment of teaching assistants is about an **additional four months' progress** over the course of a year.	1, 2, 3
Cover to release subject leaders to lead parent forums/ workshops in reading and maths to ensure home learning is more effective (particularly in core skills)	EEF – Parental Engagement Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. Parental engagement has a positive impact on average of **4 months' additional progress and** is typically more effective with parents of younger children.	1,2,3

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

Budgeted cost: *£ 22,250*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use speech and language resources and external support to assess children's communication and language skills. Provide targeted support to address any gaps in children's development.	EEF - Communication and language approaches Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make **approximately six months' additional progress** over the course of a year.	1, 2, 3

Establish small group and individual phonics interventions across the school for disadvantaged pupils at risk of not reaching the expected standard in the Phonics Screening Assessment.	EEF – Phonics Intervention Phonics has a **positive impact overall (+5 months)** and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF – Teaching Assistant (TA) Intervention TAs can be used to support the teacher in the general classroom environment, or to provide targeted interventions. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. The average impact of the deployment of teaching assistants is about an **additional four months' progress** over the course of a year.	1, 2, 3

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

Budgeted cost: £ 22,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that disadvantaged pupils receive emotional support and are provided with opportunities to express their feelings and build resilience, through the use of the PSHE, 5 steps to Wellbeing, Enrichment activities, individual or small group activities, such as Time to Talk or Drawing and Talking	EEF – Individual Instruction Individualised instruction involves providing support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored. On average, individualised instruction approaches have an **impact of 4 months' additional progress**. EEF – Teaching Assistant (TA) Intervention TAs can be used to support the teacher in the general classroom environment, or to provide targeted interventions. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. The average impact of the deployment of teaching assistants is about an **additional four months' progress** over the course of a year.	3
Embed strategies within class to support children's PSED needs. • Understanding the conventions of social interactions through activities such as small group, turn taking games.	EEF - Social and emotional learning strategies Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies. Specialised programmes targeted at children with emotional, behavioural or learning difficulties **can provide +3 months additional progress over the course of a year**.	2, 3

• Supporting children to recognise and regulate their emotions use of emotion key rings, personalised strategies, such as now and next boards, self regulation strategies, sensory breaks and interventions based around the Colour Monster.	EEF – Feedback Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals, and can be verbal or written. Effective feedback can **provide +6 months of additional progress** over the course of a year.	2, 3
Staff to undertake training to support mental health of children to support them in being able to recognise and respond to their emotions and feelings.	EEF - Social and emotional learning strategies Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies. Specialised programmes targeted at children with emotional, behavioural or learning difficulties **can provide +3 months additional progress over the course of a year**.	2
Provide resources for families to use at home when supporting their child with key skills.	EEF – Parental Engagement Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. Parental engagement has a positive impact on average of **4 months' additional progress and** is typically more effective with parents of younger children.	1, 2, 3
Have termly visit by PP Governor to focus on progress made, interventions in place. Focus in Pupil Progress Meeting on PP Pupils	Class Attainment and Progress Meetings – Tom Rees, 2018 (taken from Wholesome Leadership) Provide opportunities to reflect on current challenges and priorities for groups of children. Discussions centre on how teaching approaches and the curriculum can be adapted within the next term to address any areas of concern and ensure that teaching is responsive to the needs of the learners.	1, 2, 3
Provide access to extra-curricular clubs to build culture capital and further develop social skills	EEF - Social and emotional learning strategies Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies. Specialised programmes targeted at children with emotional, behavioural or learning difficulties can provide +3 months additional progress over the course of a year.	2
Provide all Reception PP children a full set of uniform, including	EEF – School Uniform/Social and emotional learning strategies (SEL)	2

PE kit, book bag and water bottle upon entry to school. Provide any disadvantaged pupils with uniform from our spare stock, as and when required. Set up a boot/shoe swap facility in school	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos (*we believe that this will support children's wellbeing*). Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills.	
Member of office staff to monitor attendance of pupil premium children. Schools to engage directly with families where attendance has been identified as a concern SLT and Class Teachers to look at strategies as part of Pupil Progress Meetings.	EEF – Parental Engagement Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. Parental engagement has a positive impact on average of **4 months' additional progress and** is typically more effective with parents of younger children.	4

Total budgeted cost: £*53,835*

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	July Review:
All staff to provide quality first teaching for all.	Implementation of Little Wandle phonics and early reading was successful. All staff trained at launch. Regular drop ins and feedback carried out to ensure quality first teacher. Training continues to be provided by National College and Creative Education. This can be accessed on-line. English and Maths subject leaders actively provide coaching/mentoring support where needed to support in lesson planning and assessment. **Next Step:** Ensure all new staff receive Little Wandle training, minimum of termly focus on quality of education.
Target pupils to have accelerated progress across the curriculum	Children in the Year 2 Pupil Premium group made strong progress over the year, with staff providing focused support opportunities and interventions. The results were not as high as predicted due to transient pupils and high levels of SEN for the group. 30% of the group achieved EXS (age related) in reading at the end of KS1. 30% of the group achieved EXS in writing at the end of KS1. 30% of the group achieved EXS in maths at the end of KS1. 84% of Year 1 pupils passed the phonics test. 82% of PP pupils passed the phonics test.
The percentage of pupils working at greater depth by the end of year 2 increases	There is no comparable data due to Covid, however, children in the Year 2 Pupil Premium group made strong progress over the year, with staff providing focused support and immediate intervention opportunities. 20% of group achieved GDS (greater depth) in reading at the end of KS1. 10% of group achieved GDS in writing at the end of KS1. 20% of group achieved GDS in maths at the end of KS1.
To improve self-help and level of independence of children in Reception and Year 1 where lockdown had the biggest impact on attendance.	Parental engagement maintained through use of Marvellous Me. All parents invited to visit school to look at children's work. Focus on PSHE learning – using the additional resources provided by Jigsaw. Apparatus area improved and climbing wall installed to improve physical opportunities and wellbeing. Improvements and enhancements made to Play area, encouraging challenge.

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

Little Wandle SSP
Purple Mash
Education City
Watford FC Football Stars
Watford FC PE Coaching programme
Watford and Three Rivers School Sport Partnership