Pupil premium strategy statement – Kingsway Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	Academic Years 24/25 to 26/27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Debbie Knights Headteacher
Pupil premium lead	Debbie Knights
Governor / Trustee lead	April Gibb Pupil Premium lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,744
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*	£59,744

Part A: Pupil premium strategy plan

Statement of intent

At Kingsway Infant School, our intention is to ensure that all of our children, including the disadvantaged are challenged in the work that they are set, raising expectations and setting them on the path for future success with strong educational attainment and positive relationships and attitudes. We will act early to intervene at the point of need and our whole school approach, in which all staff take responsibility for the outcomes of all pupils, including the disadvantaged, is matched to our school vision and values:

- We create a culture of inclusivity, with opportunities for all.
- Our children have aspirations to be 'the best that they can be' whatever their starting points and challenges.
- Our children are happy to come to school, to talk about their learning and engage in our school community.
- We look after each other, promoting care, helpfulness and safety.
- We create a culture of mutual respect.

Statistics show that 11% of children live in poverty in the Watford area (DWP 2024) . Our % of disadvantaged pupils is broadly in line with the NA (26.4% Gov.uk) but our evidence shows that the poverty issue is wider than this with many of our families struggling to spread their salary far enough to cover the families basic needs and/or working as many hours as possible to raise their income. Issues such as domestic abuse and parenting challenges are commonplace.

High quality first teaching is at the core of success for all our pupils, including those who are disadvantaged. Our approach is responsive to the needs of individuals and groups. We assess, observe and analyse the issues for each child, within each year group and across the school. Therefore, our staff training and our provision are closely matched to need. Our curriculum is designed to give children rich experiences that support language development, including a core spine of quality texts and high quality teaching of reading to provide children with the essential skills needed to underpin all of their future education.

EEF Research(EEF Guide to the Pupil Premium, 2024) has identified a tiered focus for pupil premium spending:

High Quality Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, especially for those who are not making good progress across the spectrum of

achievement. It is important to consider how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations show that a significant number of pupils have weak speaking and listening skills and low levels of vocabulary on entry with this being more significant amongst our disadvantaged group. This has an impact on the development of their oracy skills, which impacts their ability to make progress across the curriculum
2	Our assessments and observations show that disadvantaged pupils make weaker progress with their reading. This limits their exposure to new vocabulary and their progress across the curriculum.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. On entry to reception in the last year, 100% of our disadvantaged pupils arrived below age related expectations, compared to 28% of other pupils.
4	Assessment, observations and discussions with staff, pupils and families suggest that disadvantaged pupils have social, emotional and behavioural problems which affect their wellbeing and progress. This has a huge impact on children being 'ready to learn' and can impact their progress in all areas of learning.

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 Quality Teaching Improved writing attainment across disadvantaged pupils	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up. To close the gap between disadvantaged and non-disadvantaged pupils in writing.
High Quality Teaching Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Targeted Academic Support Additional needs are supported effectively	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that pupil premium children face.
Wider strategies To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our oracy and language development. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Oral language interventions | Teaching and Learning Toolkit | EEF https://voice21.org/ https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning	1,2,3,4
Training for 'Neli' speech and language scheme	Oral language interventions | Teaching and Learning Toolkit | EEF	1
To improve basic skills in writing so that they can be applied independently across the curriculum. Provide all staff with high quality CPD to support with the provision of quality first teaching. Teacher release to embed key elements of guidance.In-school access to resources.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Sutton Trust, 2011, revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. https://www.suttontrust.com/our-research/improving-impact-teachers-pupil-achievement-uk-interim-findings/ https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning	

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

Budgeted cost: £11,989

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1,2,3,4

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

Budgeted cost: £ 11,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	1,2,3,4
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	4

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 59744

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that 76.8% of our reception pupils achieved a good level of development (GLD), which is above local and national average. In comparison, 44.4% of our disadvantaged pupils achieved a good level of development. Although the outcomes for disadvantaged pupils at the end of Reception were very slightly lower than average, these outcomes are affected by 25% of pupils in this cohort with SEND.

The data demonstrates that 87% of our year 1 pupils passed the phonics screening test compared to 67% of our disadvantaged pupils. Although the phonics screening outcomes for disadvantaged pupils were slightly lower than average, these outcomes are affected by 31% of pupils in this cohort with SEND.

Our evaluation of the approached delivered in the last academic year indicate that although our pupils have done well, the strategies we have put in place for the next three years will support them to attain equivalent, if not better, than their peers.

Despite the disadvantages faced by many children in our community, the school remains aspirational that progress and access to the curriculum will be in line with their non-disadvantaged pupil.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Securing Writing at KS1	HfL
Reading Fluency Project	HfL
Little Wandle SSP	Little Wandle Letters and Sounds
School Sports Partnership	Watford and Three Rivers School Sport Partnership