Pupil premium strategy statement – Kingshurst Primary School

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	419 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	65%
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)**	2024-2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	31st December 2025
Statement authorised by	Kelly Hunter
Pupil premium lead	Shelley Mitchell
Governor / Trustee lead	Georgina Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 411,440
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 0
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*	£ 411,440

Part A: Pupil premium strategy plan

Statement of intent

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement, including those who are already high attainers. 'Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium..' (EEF: The EEF guide to the Pupil Premium June 2019) Quality first teaching for all. To achieve this the school is adopting a tiered approach of Quality teaching for all pupils, targeted support and wider support to break down barriers to support and improve outcomes for pupils based on a robust evidence based assessment process. This school recognises the importance that speech, language and communication skills play in the life of pupils, especially in their ability to learn, to make friends and to support their mental health. We are familiar with the research which identifies that more disadvantaged pupils are at greater risk of speech, language and communication needs (SLCN) and are using our pupil premium funding to support these needs. We run Speech & Language Link programmes, in particular Infant Language Link / Junior Language Link.

We are aiming to ensure that our pupils can access support for their SLCN by delivering targeted support in school and working with local speech and language therapists for pupils with more severe and complex needs. This will, in turn, support their learning across the whole curriculum, especially in the area of literacy, and support our aim to enable competent, confident pupils to achieve. This support is part of our strategy to reduce the narrow the gap between more and less advantaged pupils. In addition to this we have also adopted a school based system to identify those children who are most disadvantaged and created an offer to ensure our most vulnerable pupils are supported and challenged at this time.

: • Priorities:

Ks 1 and 2 outcomes in R,W,M

Phonics and fluency in reading across all year groups, year 1 phonics screening Maths skills – fluency and reasoning

Communication and language development

To improve attendance across school, in particular for the most vulnerable pupils.

• Overall Aims:

For all disadvantaged pupils in school to meet or exceed national expected progress and attainment, achieving in line with others

To reduce the attainment gap between disadvantaged pupils and their peers

To improve attendance for the most disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children typically enter EYFS with social, linguistic and communication skills below those of pupils nationally.
2	High percentage of children attending our nursery and number coming to reception from other settings/children joining at other time than usual
3	Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do ot develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions
4	The school is situated in north Solihull, and serves an area of high deprivation. Turbulence in families situations affects both attendance and he emotional resilience of disadvantaged pupils and the ability to self-regulate
5	Attendance and persistent absence
6	Lack of parental engagement within the community
7	Children's attainment in Reading, Writing and Maths is below national expected standard

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
7. Children's attainment in Reading, writing and maths is below national expected standard	Teaching across school is consistently evaluated as highly effective and having a positive impact on pupils achievement High quality CPD supports teaching and learning so that all groups of learners make at least good progress and achieve in line with national expectations Accelerated progress made so proportions of pupils eligible of disadvantaged pupils meet age-related expectation at least in line with other national including PSC and MTC
3. Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do ot develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions	PP children attend at least 2 clubs across the year. Children experience a wide range of opportunites to create aspirations and wider perspective including including; access to resources, trips, visitors and extra-curricular opportunities in order to broaden their knowledge and perspective of the world.
1. Disadvantaged children typically enter EYFS with social, linguistic and communication skills below those of pupils nationally.	Rise in pupil engagement, reduction in behaviour incidents including suspension and PEx

Ensure that pupils consistently achieve highly, particularly the most disadvantaged	Monitoring and live marking demonstrates progress within lessons and misconceptions being rapidly addressed Particular focus on boys writing and girls maths where PP children achieve in line with all pupils TAs provide effective support for the focus group of pupils, ensuring at least good progress. Data analysis enables rapid identification of any child at risk of not reaching national expectations and interventions and support in place in a timely manner
5. Attendance and persistent absence	Enable disadvantaged pupils to achieve in line with other pupils nationally at the end of each key stage improve attendance to the national average and reduce persistent absence

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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke idealised programme of CPD based upon needs identified through rigorous monitoring and self evaluation. Alongside this staff will continue with NPQSL. Staff to participate in new to leadership training and NPQ programmes. All subject leaders are attending subject networks through Prosper Together MAT Continue to embed coaching and mentoring programme through school based on areas identified from teaching matrix. Release time both for leaders and teachers to maximise impact	EEF Guide to the Pupil Premium (2024) EEF guide teaching and learning toolkit, mastery learning EEF Guide supporting school planning 2020-2021 highlights the importance of prioritising high-quality instruction in the classroom. EEF Guide Moving Forwards, Making a Difference (2022-23) EEF remote learning – rapid as-sessment evidence	1-7

Uniformed criteria through a teaching matrix to support and develop teachers, with a common language and consistent approach. Kingshurst Primary School is now part of Prosper Together Multi-academy Trust whereby good practice is collaborated through a range of networks. To further develop assessment, retrieval and children knowing and remembering more through carefully planned CPD using Chris Quigley training To ensure all staff have the subject knowledge required to deliver quality first teaching for all in particular in maths through the Maths teaching hub Continue to embed quality phonics teaching using RWI phonics programmed, monitoring outcomes and delivering CPD Speech and language link whole school approach and the link speech and language CPD Pupil Progress meetings identify 'Power of 5' children to address barriers and closing of gap in attainment and progress Use of TAs to support intervention, power of 5 children, pre and post teaching, fast track tutoring to ensure outcomes are in line with national and barriers to attainment and progress removed Teachers and teaching assistants are using classroom strategies that have been specifically identified as supporting pupils' speech, language and communication development. Strategies include wait time, pre-teaching vocabulary and opportunities *to practise expressive language skills.*	Feedback approaches and educational attainment in children and young people Published 16 August, 2021 EEF Attainment Gap report 2018 acknowledges QFT has a significant impact. Mastery learning concepts demonstrates an impact of plus 5 months for very little cost. T Sherrington 'Teach everyone better' B Rosenshine 'Excellence in teaching model' EEF toolkit +8months when instant feedback strategy is applied. Early years interventions moderate impact (+5 months). The skills and competence of the teacher and teaching assistant in the way that they deliver information affects the language development of their pupils (Voice 21, Frontiers in Psychology) *Mike Gershan 'Feedback loop'* *Dylan Williams 'Using feedback effectively'* *EEF recommendations* *'Making the best use of teaching assistants.* Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF EEF Teaching Assistant Interventions Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – FTT and Maths and English tutoring both during and after school Banding pp children so that staff are aware of who are our most vulnerable and bespoke targeting for interventions, quality first teaching and power of 5 can be offered Continue to improve and support behaviour for disadvantaged pupils in order to enable them to achieve in line with other pupils nationally at the end of each key stage Further develop Self-regulated learners who are aware of their strengths and areas to develop and motivate themselves to engage in learning through whole school approach using Zones of Regulation Embed strategies which are tailored to meet individual needs with individual targeted approaches and mentoring programmes including *ZOR* *Art therapy* *Forest school* *Language link* *Art therapist* *Siss support* *Time to talk* *RBP* *Nurture* *Ordinary magic* *Play therapy* *Educational Psychologist* Embedding Speech Link and Language Link assessments and groups/programmes to assess and support pupils' speech and language development – Infant Language Link/ Junior Language Link Purchase and training of oral language programmes and embed across EYFS (language link and BLAST) Purchase of high quality standardised diagnostic assessments, including shine interventions training for staff to ensure interpreted and administered correctly	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Speech and Language Link assessments identify barriers to Communication and Language (EFF Early years Intervention – moderate impact). A well-balanced approach to developing early Literacy skills which gives pupils the opportunities to enjoy a language rich environment in the indoor and outdoor provision. (EFF Early Literacy approaches- moderate impact). There is a strong evidence base that suggests oral language interventions, including high quality classroom discussion, and small group support, are inexpensive to implement with high impact on reading, comprehension and speaking and listening skills. Early language | EEF (educationendowmentfoundation.org.uk) Study of language support for children up to five years. Social and Emotional Learning - Moderate impact for moderate cost, based on extensive evidence (EEF Toolkit). Oral language interventions | EEF (educationendowmentfoundation.org.uk) Very high impact for very low cost based on extensive evidence. Without closing the gaps in children's understanding and use of language, they will not be able to make progress or access the curriculum. Speech Link and Language Link interventions refer to approaches	1-7

Purchase of programmes to improve fluency and reading comprehension	that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Speech Link and Language Link interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	

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

Budgeted cost: £131,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ dedicated CSAWs advisor to improve attendance of all children. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and staff meeting time for staff to develop and implement new procedures – clear attendance implementation plan and Senior Leader Champion. Employ behaviour lead to have strategic overview of behaviour and work within inclusion team to implement timely and appropriate interventions Dedicated inclusion team to work with disadvantaged and vulnerable families Offering a range of experiences including; access to resources, trips, visitors in order to broaden their knowledge and perspective of the world. Ensure children are in school and ready to learn. Breakfast club offered daily from 8:10am to 8.30am, with a free breakfast and drink, approx. 100 children attend daily	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5 1,2,4 1,2,4 1-7

on average. There is also an offer of a free PE session when staffing allows Children's University through Flourishing Futures project with Prosper Together Academy Trust		

Total budgeted cost: £411,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider
Speech Link / Infant Language Link/ Junior Language Link]	Speech & Language Link - https://speechandlanguage.info/
The Link Speech and Language CPD training course	Speech & Language Link - https://speechandlanguage.info/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.