

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

Detail	Data
School name	Kingsway Primary School
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Samantha Bradbury Headteacher
Pupil premium lead	Natalie Limb Assistant Headteacher
Governor / Trustee lead	June Martin Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 160000

Part A: Pupil premium strategy plan

Statement of intent

At Kingsway Primary School we are committed to removing barriers to success for all of our children and close any gaps between their peers ensuring that every child maximises their potential. 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.

Our school curriculum continues to be designed with equality and equity as a focus. The Pupil Premium Allocation will be used to overcome challenges faced by our Pupil Premium pupils that are not just academic challenges, but specific factors that are a barrier to learning. We will ensure that the focus continues to be on overcoming these barriers and closing any gaps. We are ambitious for every child in our care and are relentless in our pursuit to enable every child to maximise their potential.

Quality-first 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, notably in targeted support for identified pupils, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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 they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Teacher assessments, observations and discussions with pupils have highlighted gaps in oral language skills and vocabulary. This is particularly evident from F2 to KS2 but particularly evident among our younger children.
2	Assessments, observations and discussions with pupils suggest our disadvantaged children have greater difficulties with phonics than their peers.
3	Our assessments and observations (including the well-being survey) indicate that the education and well-being of many of our disadvantaged pupils is impacted by limited exposure to a rich and varied curriculum and the associated learning and enrichment opportunities. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.
4	Poor attendance is an issue for a number of our disadvantaged children.
5	Assessment data shows Lower attaining disadvantaged pupils often make less progress in reading and writing than their peers. They frequently lack fluency, comprehension and inference skills.

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 improve pupils' speech, language and communication skills across the Foundation Stage, KS1 and KS2	Disadvantaged pupils in F2 make accelerated progress in speaking, listening and understanding across three terms. At the end of F2 the proportion of disadvantaged pupils meeting age related expectations in speech increases in line with peers. Targeted pupils in KS1 and 2 make progress through the school's speech and language support.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
All children leave primary school with a broad knowledge of the	Teaching will be consistently high quality in all areas of the curriculum.

<p>world enriched through varied experiences</p>	<p>The Kingsway Curriculum will provide a broad and balanced body of knowledge which is progressive over time.</p> <p>Teachers will effectively use a range of retrieval techniques to build children's schema over time.</p> <p>Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Attendance with disadvantaged children is in line with other children in school</p>	<p>School will work successfully to improve the attendance of disadvantaged children through the continued use of an attendance graduated approach.</p> <p>School will work with external agencies (where necessary) to provide more intensive support</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that more than 45% of disadvantaged pupils met the expected standard.</p>

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Management release time for subject leads to allow further monitoring of subject areas and curriculum development.	Organised curriculum approaches with lots of opportunities for retrieval and practise ensures that learning is progressive and sequenced so that it effectively links to and builds on prior knowledge. Learn how to Study Using... Retrieval Practice — The Learning Scientists A Complete Guide to Rosenshine's Principles of Instruction InnerDrive	1, 2, 5
Purchase tracking software to identify and develop small steps in learning for all children including the most disadvantaged.	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language training and intervention delivery using school staff and outside providers	Oral language interventions EEF (educationendowmentfoundation.org.uk) What works database (ican.org.uk)	1
1:1 and small group reading and phonics interventions with TAs	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 2, 5

	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Primary Wellbeing – emotional support for identified pupils	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf (suttontrust.com)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Education Endowment Foundation EEF</p> <p>Think Children reports, incident logs and pupil feedback.</p>	3, 4
<p>ELSA (Emotional Literacy Support Assistant) training and support</p> <p>Full time family support worker now linked to pupil wellbeing and attendance</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	3, 4

	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf (suttontrust.com) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation EEF	
Active mentoring (developing self regulation choices linked to behaviour and learning)	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Provider reports and pupil interviews	3, 4
Provide support for families with before and after school clubs, enrichment and extra-curricular activities	Magic Breakfast EEF (educationendowmentfoundation.org.uk) Using pupil premium EEF (educationendowmentfoundation.org.uk) Extending school time EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	3, 4
Introducing OPAL play to develop enrichment opportunities during the school day	Physical activity EEF (educationendowmentfoundation.org.uk) Using pupil premium EEF (educationendowmentfoundation.org.uk)	
Provide families with school uniform and resources (water PE kits, bottles, and book bags)	Parent carer and pupil interviews show need for access to uniform and educational equipment	3, 4, 5
Provide support to improve attendance with external agencies if necessary Full time family support worker to support with attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4

	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	
	An evidence informed approach to... Durrington Research School	

Total budgeted cost: £160000

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.

Intended Outcome 1: To improve pupils' speech, language and communication skills across the Foundation Stage, KS1 and KS2

Children are now identified within their first term in F2. They are assessed for levels of speech need and a personalised SLT plan is put in place to be worked on with TA support. Children in KS1 and 2 have also been assessed and have SALT plans in place. Regular assessments show an improvement for all children who have taken part in sessions.

Intended Outcome 2: Improved phonics attainment among disadvantaged pupils.

KS1 phonics scores have increased for individual children, however results for all disadvantaged children have not risen in line with others. A disproportionate number of disadvantaged children score below 10. New interventions have now been sourced and are being used from this academic year. New monitoring of phonics teaching and support sessions has been put in place for this academic year to support staff where need is identified.

Intended Outcome 3: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Children are encouraged to participate in extra curricular activities and participation is monitored. Pupil voice is utilised to ensure extra-curricular activities provided are in line with pupil interests.

Disadvantaged pupils are encouraged to take part in residential trips and all school visits.

All children have access to ELSA sessions as needed and outcomes of this are monitored using Motional.

OPAL is currently being developed across school in order to develop play opportunities during the school day.

Intended Outcome 4: All children leave primary school with a broad knowledge of the world enriched through varied experiences

Teaching and learning is regularly monitored by subject leaders and members of the leadership team. Good practice is shared within the teaching team.

Curriculum leads have developed a 'Learning at Kingsway' pedagogical approach from the start of this academic year. New areas of learning (topics) have been developed in order to support children with their understanding of the world.

Intended Outcome 5: Attendance with disadvantaged children is in line with other children in school

Kingsway now uses the ATTEND and ARNA framework to support attendance. While persistent absence has improved, this has been a small change for some children and levels of absence are still an issue.

Governors have voted to introduce fining for unauthorised absences in line with government and local authority requirements.

A full time family support worker has now been employed and is supporting individuals and families as need is identified.

Intended Outcome 6: Improved reading outcomes for disadvantaged pupils.

End of KS2 and KS1 phonics data shows the change for 2023-24 was not in line with predictions.

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

Programme	Provider
DART	Nottinghamshire Police
Primary Wellbeing	Primary Wellbeing
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose
Literacy Shed	Ed Shed
Sport 4 Kidz	Sport 4 Kidz
Nessy	

Further information (optional)

- School Council –Our active school council is run by elected members of Year 6. All classes from Years 1 to 6 are represented by 2 children elected from each class. All members of the school council meet regularly to debate and tackle a range of identified issues and projects. This provided disadvantaged children to work collaboratively, understand tolerance and how decision making can be made collectively.
- Kingsway KIT (school values) – School has always had a strong sense of Kingsway as a whole family who look out and care for each other. Our ‘Kingsway KIT’ values of kindness, independence and teamwork sit at the centre of everything we do. Staff talk about them in their conversations with children and they are discussed in assemblies every week. Children are rewarded for excelling in different values each week also.
- After School Clubs – These are led by school staff and outside providers. They provide a wealth of extra-curricular opportunities for disadvantaged children to stay healthy, play competitive sport, learn the skills of a new sport, acquire new academic skills and also to mix with children who may be outside their year groups.
- Family Support Worker – A full time family support worker has been employed for this academic year. Their role is focused on improving the well-being of pupils and their families.