

Pupil premium strategy statement

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. We know that the impact of COVID 19 on disadvantaged pupils is the equivalent to undoing a third of the progress made in the last decade on closing the primary gap in primary schools (DfE, June 2021). With this in mind, it is essential that our school curriculum continues to be designed with equality and equity as a focus. The Pupil Premium Allocation, alongside the Recovery Premium, 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.

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 Primary School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 – 2024/25
Date this statement was published	31 st December 2021
Date on which it will be reviewed	June 2022
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	£ 136,185
Recovery premium funding allocation this academic year	£ 6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 15000
Total budget for this academic year	£ 157,855

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.

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 recovery, notably in its targeted support 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. 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 have been impacted by partial school closures and a lack of enrichment opportunities, to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant 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 than their peers, especially at KS2. 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <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
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>Attendance with disadvantaged children is in line with other children in school</p>	<p>School will work successfully to improve the attendance of a small group of disadvantaged children through the development 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: £ 29,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research and purchase accredited phonics scheme, staff training and linked reading books	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk) Choosing a phonics teaching programme - GOV.UK (www.gov.uk)	1, 2, 5
P4C training for teachers and TAs	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 4
Purchase standardised diagnostic assessments. Training for staff to ensure assessments are administered and interpreted correctly.	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Purchase tracking software to identify and develop small steps in learning for all children including the ost 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: £ 71560

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
Qualified teacher to work with individual children and small groups, providing learning support for areas identified by class teachers in Years 5 and 6	Reducing class size EEF (educationendowmentfoundation.org.uk) The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)	1, 2, 5
1:1 and small group reading and phonics interventions with TAs	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)	1, 2, 5

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

Budgeted cost: £ 57125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Think Children counselling service supporting mental health of identified children	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)	3, 4

	<p>Education Endowment Foundation EEF</p> <p>Think Children reports, incident logs and pupil feedback.</p>	
ELSA (Emotional Literacy Support Assistant) training and support	<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> <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>	3, 4
Active mentoring (developing self regulation choices linked to behaviour and learning)	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Provider reports and pupil interviews</p>	3, 4
Provide support for families with before and after school clubs, enrichment and extra-curricular activities	<p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	3, 4

	Physical activity 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	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>An evidence informed approach to... Durrington Research School</p>	3, 4

Total budgeted cost: £157,855

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.

Our internal assessments during 2020/21 showed that the performance of disadvantaged children was lower than in previous years in key areas of the curriculum. However, this was in line with academic achievement generally across the school and can be attributed to the impact of Covid 19, which caused significant disruption to learning. As evidenced across the country, school closure and periods of illness and isolation were most detrimental to our disadvantaged pupils as they were not able to fully benefit from our planned pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated as much as possible by our commitment to maintaining a high-quality curriculum during periods of remote learning.

This coincided with:

- disadvantaged children being offered places in school alongside keyworker children.
- the provision of laptops/devices to support disadvantaged families with remote learning.
- access to a virtual online library
- the provision of stationary packs and learning resource packs for those children who struggled to engage with online learning and did not accept a place in school
- the provision of weekly meal vouchers and the delivery of hampers to ensure that disadvantaged families had access to food.
- weekly contact from the class teacher for disadvantaged children that did not take up a place in school.

Our observations also indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. As a result, we have prioritised the progress and wellbeing of disadvantaged pupils in our current School Improvement Plan, which will complement the approaches and activities detailed in this plan.

At Kingsway we continue to focus on curriculum development and quality first teaching. Long term plans have been adapted and have the needs of the Kingsway children and community at heart and are in place enabling pupils to know and remember more over

time. In order to support this staff release time ensures that all subjects are carefully planned and take into the needs of all children.

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
DARE	Nottinghamshire Police
Think Children	Think Children
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
White Rose Maths	White Rose
Literacy Shed	Ed Shed
Bug Club	Bug Club
Arrow	Arrow Tuition
Philosophy for Children (P4C)	P4C
Active Ways	Active Ways
Sport 4 Kidz	Sport 4 Kidz

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	12 children
What was the impact of that spending on service pupil premium eligible pupils?	1:1 reading support with school staff Think Children counselling

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 (Covid bubbles allowing).