



Kingsnorth CE Primary School

Pupil premium strategy statement 2021 / 2022

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	Kingsnorth CE Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021 / 2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Iain Witts Headteacher
Pupil premium lead	Sarah Bone Deputy Headteacher
Governor / Trustee lead	Chris Myers – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,800
Recovery premium funding allocation this academic year	£5,510
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	£66,310



Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils in our care flourish at our school and that the provision of enabling environments and effective teaching and learning assure this. We firmly believe that pupil need and not labels should drive strategy and this is at the centre of everything that we do and inside every professional conversation. The focus of our Pupil Premium strategy is for every colleague to be a champion to achieve equality and success for every pupil.

In order to consider the challenges faced by vulnerable pupils, we have introduced pupil and teacher conferencing so that we can capture their voices; this has informed our approach and the construction of our model of support. This therefore represents a whole school mindset and further training will ensue over the course of the life of this document. Many of the identified areas of challenge are also wider school priorities and are embedded in our school improvement plan.

Whilst high quality teaching forms the bedrock of our provision, we have also continued to invest in diagnostic assessments. This will allow us to drill down and identify the gaps in knowledge, skills and understanding for every pupil and to build a robust model in order to support progression at all levels across the curriculum. Our school vision and values promote our relentless ambition to create a sense of belonging and of aspiration irrespective of background, religion or race. It is a single entitlement for all.

In order to ensure that our approach is responsive and relevant, we will;

- Listen carefully to the voices of disadvantaged children and families and act upon what they tell us
- Make early identification of need and measure and review this in a timely fashion
- Continue to train all colleagues in order to be accountable for the outcomes of disadvantaged pupils and understand the challenges that they face and more importantly the potential they have



Challenges

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

Challenge number	Detail of challenge
1	<p>Fragile competence and confidence in Speech and Language skills (SLCN.) SLCN can have a profound and lasting affect on a child's life and outcomes and research has shown that if unresolved, these are likely to create long lasting social, emotional and academic difficulties in adult life.</p> <p>SLCN encompasses many areas of difficulty that impact on a child's development and ability to make progress across the curriculum; making sounds, understanding language, expressing themselves across a range of contexts.</p> <p>SLCN has been identified through pupil conferencing, internal and external assessments and Teacher and pupil conferencing.</p>
2	<p>Acquisition and development of vocabulary. A depth of research exists that underpins the correlation between the number of words a child comes into contact with and the breadth of their vocabulary. If children are not exposed to rich environments of talk and reading they will not acquire the language and vocabulary skills in order to make sense of texts, to follow what is happening in class and to work independently. These inhibitors can equally have impact on a child's mental health and their motivation to want to learn. Acquisition of vocabulary is a core driver in our School Improvement Plan.</p>
3	<p>Reading attainment for disadvantaged pupils is significantly below that for all pupils, evidenced through internal and external assessments.</p> <p>On entry to school in EYFS over the past two-year period, our disadvantaged pupils have presented at below age-related expectations compared to all pupils. This gap has remained constant until the end of KS2.</p> <p>KS2 Reading outcomes in 2019/2019 showed that 38% achieved National Standard against 80% for all pupils Disadvantaged pupils showed progress value of -5.69 against -1.47 for ALL</p>
4	<p>Maths attainment for disadvantaged pupils is significantly below that for all pupils evidenced through internal and external assessments.</p> <p>On entry to school in EYFS over the past two-year period, our disadvantaged pupils have presented at below age-related expectations compared to all pupils. This gap has remained constant until the end of KS2.</p> <p>KS2 Maths outcomes in 2018/2019 showed that 63% achieved National Standard against 87% for all pupils Disadvantaged pupils showed progress value of -3.23 against -0.85 for ALL</p>
5	<p>Wellbeing and emotional regulation of disadvantaged pupils was significantly affected during the pandemic with a sharp rise in referrals and the support of external professionals. Wellbeing surveys and family conferences have identified a blend of social and emotional issues which impinge on academic attainment and progress. The lack of enrichment experiences has further compounded these issues.</p>
6	<p>Attendance rates for disadvantaged pupils is below that for all pupils and an area for improvement.</p> <p>Our attendance data over the last three years shows Persistent Absence below that for LA and National however we have identified a small group of families with whom we wish to work more intimately in order to improve attainment outcomes. Attendance for disadvantaged pupils is, on average 1% less than all pupils.</p>



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
<p>Improve speech and language skills in the disadvantaged pupil community to enable progress, confidence and the quality of social interactions.</p>	<p>Assessments and observations show significantly improved speech and language skills. This will be triangulated through pupil conferencing, Leuvan profiling, support from SALT.</p>
<p>Close the vocabulary gap between all groups of pupils and disadvantaged pupils so that they may make accelerated progress across all areas of the curriculum</p>	<p>Assessments and observations show a marked improvement in the comprehension and use of vocabulary across the curriculum. Further triangulation through pupil conferencing, data outcomes, book scrutiny and other assessments.</p>
<p>Improve Reading attainment in KS2 so that disadvantaged pupils make at least accelerated progress and are fluent, confident readers.</p>	<p>KS2 reading outcomes in 2024/2025 will be in line with all pupils meeting the expected standard.</p>
<p>Improve Maths attainment in KS2 so that disadvantaged pupils make at least accelerated progress and are fluent, confident mathematicians.</p>	<p>KS2 maths outcomes in 2024/2025 will be in line with all pupils meeting the expected standard.</p>
<p>Promote wellbeing and emotional regulation so that pupils can independently use strategies in order to manage their feelings and difficult situations.</p>	<p>Enable and sustain high levels of wellbeing demonstrated through;</p> <ul style="list-style-type: none"> • Data capture from Wellbeing surveys, parent and pupil voice and Teacher observations • Embed range of strategies in school including ZOR, access to ELSA provision, access to other professionals • School to complete training to be a Trauma Informed school • Increase in participation in sporting clubs and activities and other enrichment experiences • Reduction in My Concern captures relating to anxiety and behaviour incidents
<p>Sustain and affect improved rates of attendance for disadvantaged pupils so that they are exposed to greater successful school experiences and opportunities for progress</p>	<p>Attendance will remain significantly above that of LA and National for all groups of pupils. Attendance for disadvantaged pupils will be in line with all groups of pupils and persistent absence will have improved (data here)</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: £29,839 (45% of fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a range of standardised diagnostic subscriptions</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the academic profile and areas of need for each pupil so that the correct support and intervention may be delivered.</p> <p>Standardised tests/ Assessing and Monitoring Pupil Progress / EEF</p>	1, 2, 3, 4
<p>Whole school training for colleagues to ensure consistency in explicitly teaching and delivering vocabulary</p> <p>English leader training on Closing the Vocabulary Gap</p>	<p>Children with language difficulties at age 5 are four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed. (Law et al 2017) •</p> <p>Pupils with limited vocabularies read less and thus learn fewer new words. 'Matthew effect' (Stanovich 1986)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2, 3
<p>Focus on Maths teaching and learning approaches in line with DFE and EEF guidance</p> <p>Maths Leader release time for CPD training for colleagues</p>	<p>DFE non-statutory guidance has been produced in conjunction with NCETM for Teaching of Mathematics, drawing on evidence-based approaches;</p> <p>Maths Guidance KS1 and KS2;</p> <p>www.assets.publishing.sevice.co.uk</p> <p>https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</p>	4



	https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
<p>Assure consistency of SEL approaches in school</p> <p>Training by SENDco to deliver this</p> <p>Resources in order to support SEL approaches</p> <p>Trauma Informed School Training by SENDco and FLO</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Metacognition and Learning / EEF</p> <p>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>SEL / EEF</p>	5

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

Budgeted cost: £29,839 (45%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with Tutoring programme	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those who are falling behind either on one to one basis or in small groups.</p> <p>One to one tuition/ EEF Small group tuition / EEF</p>	2, 3, 4
Access to a range of external professional support for disadvantaged pupils; Educational Psychologist, Play therapist, Clinical Psychologist	Our school approach to support all groups of pupils recognises that the involvement of external agencies is considered best practice to meet multiple and overlapping needs.	3, 4, 5
Embed speech and language programme in	Oral language interventions can have a positive impact on pupil language skills. Approaches that focus on speaking,	1, 2



association with external professional SALT team	listening and a combination of the two show positive impacts on attainment; Oral Language Interventions/ EEF	
Additional phonic session targeted at disadvantaged pupils who require further phonic support The Kingsnorth Specialist Literacy Hub will support and guide as required	Phonics approaches have a strong evidence base of positive impact, in particular for disadvantaged pupils. Best practice suggests these are most effective when delivered over a 12 week period on a regular basis. Phonics / Toolkit Strand / EEF	1,2

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

Budgeted cost: £6,631 (10%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on new school behaviour policy. Training on embedding principles of behaviour management in line with new school vision and values	Both targeted interventions and universal approaches can have positive impacts; Behaviour interventions / EEF	5
Embedding principles of good practice in the DFE's Improving School Attendance advice Training Time by FLO to attend webinars and forums	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	6
Subsidy and support for a range of enrichment experiences; swimming, school trips, breakfast club and music lessons	During the pandemic years disadvantaged pupils were disproportionately affected by lack of experiences. Funding is committed to the provision and entitlement to these experiences.	All
Contingency fund to manage specific issues; dinner debt / food parcels / vouchers	We have identified the need to set aside funding in order to respond dynamically to family crises.	All

Total budgeted cost: £66,310



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 last published data showed that our disadvantaged pupils performed less well against all groups of pupils. During the last two academic years the performance of our disadvantaged pupils has been tracked through internal assessments however due to the limitations of these pandemic years, our strategic objectives were not fully fulfilled.

National based research has clearly evidenced the impact that school closures has had on disadvantaged pupils and the challenge for schools to affect the suite of targeted strategies in order to diminish differences and to drive successful outcomes. We are no exception to this. Against this backdrop, the mainstay of our funding was used to support;

- Pupil and family wellbeing at all levels
- Access to technology
- Targeted interventions where realisable
- Access to online Tutoring programme
- Wider support including food parcels, food vouchers etc
- Teaching resources including subscriptions for pupil online access