



# Kingsnorth CE Primary School

## Pupil premium strategy statement 2023 / 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	416
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021 / 2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Iain Witts Headteacher
Pupil premium lead	Denise Moore Assistant Headteacher
Governor / Trustee lead	Chris Myers – Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,506
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium + funding allocation this academic year	£12,650
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Recovery Funding £6525 Total Funding £87,681



## 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 so that every pupil may achieve equality and success.

In order to consider the challenges faced by vulnerable pupils, we have continued to embed 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 training will continue to evolve over the lifetime of this document in order to respond to the needs and challenges of our pupils. 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, bespoke model in order to support progression at all levels across the curriculum. This is complemented by our National Tutoring Pledge which is now in its final year of our strategic plan. This will be evaluated in July 2024 with a view to the assessing the shape of this model moving forward. 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
- Commit to inclusive and adaptive learning environments and teaching approaches so that these match the variable learning needs of the pupils in our care. This includes a Nurture and trauma informed approach.



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Fragile competence and confidence in Speech and Language skills (SLCN.)</b> 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><b>Acquisition and development of vocabulary.</b> 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><b>Reading attainment</b> 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 2018 / 2019 showed that 38% achieved National Standard against 80% for all pupils</p> <p>Disadvantaged pupils showed progress value of -5.69 against -1.47 for ALL</p> <p>In 2022 / 2023 60% of disadvantaged pupils achieved National Standard in KS2 Reading with a progress measure of -1.5 against a Kent measure of -1.8.</p>
4	<p><b>Maths attainment</b> 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</p> <p>Disadvantaged pupils showed progress value of -3.23 against -0.85 for ALL</p> <p>In 2022/ 2023 60% of disadvantaged pupils achieved National Standard in Maths</p> <p>KS2 progress in Mathematics was significantly below national and Kent; -7.1 against Kent -2.6 and in the lowest 20% nationally. This remains a focused area of improvement for the school.</p>
5	<p><b>Wellbeing and emotional regulation</b> of disadvantaged pupils continues to be significantly affected with a continued rise in referrals and the support of external professionals. The additional pressures of the cost of living has presented as an additional area of challenge and anxiety. This is also coupled with anxiety and upset caused through online gaming and the wider use of the internet. An increased number of incidents when using technology has required a whole school protective response</p>



	embedded through frequent curriculum learning opportunities and individualised support for more complex cases. This layer of anxiety from incidents at home is often brought into the classroom and is affecting learning and wellbeing. Complex layers of anxiety and trauma are starting to now also present leading to challenging behaviours and refusals from a small group of pupils.
6	<p><b>Attendance rates</b> 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. For our disadvantaged pupils, there has been a <b>3.7% uplift</b> in overall absence 2018/2019 v 2020 and an <b>uplift of 5.2%</b> for PA over the same period. We continue to work closely with identified families and external professionals in order to support rapid and sustained improvements.</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
Improve speech and language skills in the disadvantaged pupil community to enable progress, confidence and the quality of social interactions.	Assessments and observations show significantly improved speech and language skills. This will be triangulated through pupil conferencing, Leuvan profiling, support from SALT.
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	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.
Improve Reading attainment in KS2 so that disadvantaged pupils make at least accelerated progress and are fluent, confident readers.	KS2 reading outcomes in 2024/2025 will be in line with all pupils meeting the expected standard. We will have reversed negative progress
Improve Maths attainment in KS2 so that disadvantaged pupils make at least accelerated progress and are fluent, confident mathematicians.	KS2 maths outcomes in 2024/2025 will be in line with all pupils meeting the expected standard. We will have reversed negative progress and closed the gap between our school, Kent and national progress measures.



<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"> <li>• Data capture from Wellbeing surveys, parent and pupil voice and Teacher observations</li> <li>• Embed range of strategies in school including ZOR, access to ELSA provision, access to other professionals</li> <li>• School to complete training to be a Trauma Informed school</li> <li>• Increase in participation in sporting clubs and activities and other enrichment experiences</li> <li>• Reduction in My Concern captures relating to anxiety and behaviour incidents</li> <li>• Access to dedicated Nurture provision</li> <li>• Access to Mental Health counsellor</li> </ul>
<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</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: £21,278 (31% of fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to a range of standardised diagnostic assessment platforms. Training for staff to ensure assessments are interpreted and administered correctly	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. <b>Standardised tests/ Assessing and Monitoring Pupil Progress / EEF</b>	1, 2, 3, 4
To invest in technology in order to increase to deliver alternative ways to capture and improve learning outcomes. Training for staff in order to ensure confidence in use of new systems and how these will inform assessments	Technology can improve the quality and quantity of pupil practice and has an engaging and motivating impact for pupils. It allows practitioners to adapt practice and enhance retrieval practice so that all groups of pupils learn and remember more. <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a>	1,2,3,4
Continued focus on whole school training for colleagues to ensure consistency in explicitly teaching and delivering vocabulary  Subject leader release and monitoring in order to measure impact and make adjustments to practice, where required and in line with new Reading Framework	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) • Pupils with limited vocabularies read less and thus learn fewer new words. 'Matthew effect' (Stanovich 1986)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	2, 3



<p>Focus on Maths teaching and learning approaches in line with DFE and EEF guidance</p> <p>NCETM partnership programmes across school in order to develop maths confidence for all pupils and develop mastery</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><a href="http://www.assets.publishing.service.co.uk">www.assets.publishing.service.co.uk</a></p>	4
<p>Maths Leader release time for CPD training for colleagues</p>	<p><a href="https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</a></p> <p><a href="https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/">https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	
<p>Training and implementation of whole school Nurture based approach; including the development of Nurture spaces in classrooms</p> <p>Training by SENDco</p>	<p>To help pupils develop vital social skills, confidence, resilience strategies and self-esteem so that they are ready to learn.</p> <p><a href="http://www.nurtureuk.org">www.nurtureuk.org</a></p>	
<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>Training by external agencies to complement school approach</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><b>Metacognition and Learning / EEF</b></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><b>SEL / EEF</b></p> <p><b>EEF Understanding Adaptive Teaching</b></p>	





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

Budgeted cost: £37,023 (54%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver final year of the National Tutoring programme</p> <p>Academic Mentor dedicated to monitoring effective delivery of PP strategy</p>	<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><b>One to one tuition/ EEF</b> <b>Small group tuition / EEF</b></p>	2, 3, 4
Access to a range of external professional support for disadvantaged pupils; Educational Psychologist and Play Therapist.	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 association with external professional SALT team	<p>Oral language interventions can have a positive impact on pupil language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment;</p> <p><b>Oral Language Interventions/ EEF</b></p>	1, 2
<p>Additional phonic session targeted at disadvantaged pupils who require further phonic support</p> <p>Literacy Specialists from Kingsnorth Literacy Hub to continue to support practice and training for colleagues</p>	<p>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.</p> <p><b>Phonics / Toolkit Strand / EEF</b></p>	1,2
Development of a team of SEND Teaching Assistants for consistency of provision by intervention across the school	Interventions targeted at specific identified needs and knowledge gaps in order to support low attaining pupils or those who are falling behind. Delivered either on one to one basis or in small groups.	1,3,4





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. <b>Phonics / Toolkit Strand / EEF</b>	1,2
Access to SEND Teaching Assistances to target interventions. SEND Teaching Assistance to have targeted and specific CPD	Interventions 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.	1,3,4

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

Budgeted cost: £11,023 (16%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional whole staff training on school behaviour policy. Training on embedding principles of behaviour and management and inclusive approaches in line with school vision and values	Both targeted interventions and universal approaches can have positive impacts; <b>Behaviour interventions / EEF</b>	5
Implementation and development of a Nurture Room to offer an inclusive space for pupils to reset, learn strategies to manage their emotions and to develop resilience for learning.  Whole School support with the understanding and implementation of The Boxal Profile so that there is a whole school approach to Nurture and Inclusive Practice.	To help pupils develop vital social skills, confidence and self-esteem so that they become ready to learn.  <a href="http://www.nurtureuk.org">www.nurtureuk.org</a>	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 Response to Children's Commissioner's Blueprint for 100% attendance in schools	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.	We have identified the need to set aside funding in order to respond dynamically to family crises.

**Total budgeted cost: £68,506**

**Recovery Premium - £12, 650**

Pupil Premium adult supporting provision in Teaching and Targetted domains  Tracking and adapting provision so that pupils reach their potential. This includes tracking progress and attainment from starting points Development of holistic tracking document so that pupil voice and wider opportunities are captured and impact measured	Part of universal strategy in order to support all PP and PP+ pupils	1, 2, 3, 4, 5
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## Part B: Review of outcomes in the previous academic year

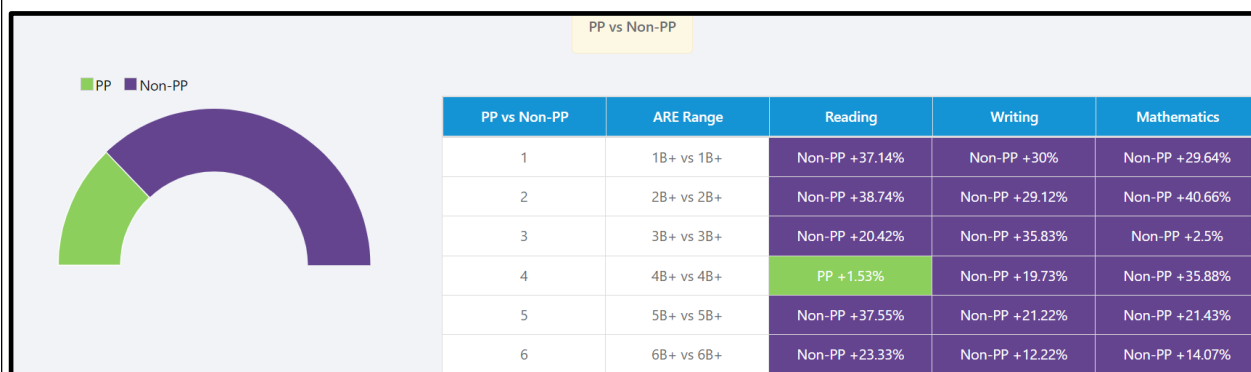
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 / 2023 academic year; the second year of this three-year strategic plan.

The school continues to be affected by the impact of COVID in terms of continued emerging pupil need. Emotional need has in turn impacted on academic outcomes and the school has worked hard to develop holistic strategies in order to mitigate for this, in line with our strategic plan. We have observed more relaxed parental attitudes to attendance, mirroring the national picture and this has presented as challenge, together with responding in a timely manner to the rapid rise in parental concerns for provision in school and the consequential referrals to external agencies with whom we continue to work closely.

YOY differential data shows impact in Reading and Writing for Year 4, Year 5 and Year 6 (classes in 2022 / 2023) There were improved measures in Year 6 Maths domain however Maths remains an area where impact is not yet visible in attainment data. This is a focused area for leaders in the final year of this strategy.

#### Differential; July 2023 v September 2022. Disadvantaged pupils v ALL



The mainstay of the funding was used to support:

- Diagnostic assessments
- Staff training
- External professionals support
- Pupil and family wellbeing at all levels
- Access to technology
- Targeted interventions where realisable
- Wider support including welfare, hardship and subsidies for trips and enrichment events
- Teaching resources including subscriptions for pupil online access

