

Pupil premium strategy statement – Kingsthorpe Grove Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alison Dolan, Headteacher
Pupil premium lead	Victoria Culverhouse
Governor / Trustee lead	Tony Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,870
Recovery premium funding allocation this academic year	£25,211
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£50,202
Total budget for this academic year	£241,283

Part A: Pupil premium strategy plan

Statement of intent

At Kingsthorpe Grove Primary School, we are committed to providing the best possible education for every individual pupil. Our intention is that all pupils, irrespective of the challenges they face, make good progress and reach their full potential across all subject areas, and in particular reading, writing and maths, by the time they finish Key Stage 2. 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.

As a school, we pride ourselves on providing our children with a safe, inclusive and nurturing environment where they feel confident to speak to adults and we consider the challenges faced by vulnerable pupils to ensure that they have access to resources which support their mental health and wellbeing where necessary. We strongly believe that with this support, disadvantaged pupils are better placed to access the curriculum fully and therefore work to their potential. We support the basic needs of our pupils being met – ensuring that all children have access to bagels and fresh fruit each day and a new uniform each academic year so that factors outside of their control do not become barriers to their learning. With this in mind, we also provide enrichment opportunities for our pupils such as trips, visits and out of school clubs to enable wider life experiences that they may not otherwise receive.

In addition to this, high quality teaching is imperative to 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. Our current pupil premium strategy uses data provided by class teachers and standardised assessment to provide additional intervention and tutoring where necessary to ensure children are making accelerated progress in reading, writing and maths. Our approach is responsive to common challenges and individual needs and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure disadvantaged pupils are supported with their pastoral needs in order to be able to access the curriculum learning.
- Act early to intervene at the point need is identified.
- Ensure all pupils, including disadvantaged pupils, are challenged in the work that they're set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what all children can achieve.
- Monitor the delivery of Quality First Teaching

Challenges

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

Challenge number	Detail of challenge
1	Higher number of Pupil Premium children who have attendance below the national average and higher than average persistent absence, lateness and related sibling absence. Our assessments and observations indicate that absenteeism is negatively impacting PP pupils' progress.
2	Higher number of Pupil Premium children with identified Speech and Language challenges, as well as lack of confidence with general Oracy skills. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our PP children than their peers.
3	Higher number of Pupil Premium children with ACES (Adverse Childhood Experiences) impacting on their readiness to learn. Our assessments (including our annual wellbeing survey), observations and discussions with pupils and families have identified social and emotional challenges for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect PP children, including their attainment. Teacher referrals for support have markedly increased since the pandemic.
4	Lower levels of attainment in reading compared to non PP children. Our assessments (including termly standardised testing), observations and discussions with pupils indicate that this gap has widened since school closures due to Covid.

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 achieve and sustain an improvement in general attendance, persistent and sibling absence and also lateness amongst all pupils, particularly our PP pupils.	Attendance for PP children will be 95% or above Persistent absence decreases Persistent lateness improves Sibling absence reduces

Improvement in levels of speech and language and oral language skills, including vocabulary.	<p>Increase in the number of relevant children achieving the expected rate of progress in tri-annual Speech and language assessments.</p> <p>Assessments and observations indicate significantly improved oral language among PP pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
To achieve and sustain an improvement in wellbeing which in turn impacts positively on readiness for learning	<p>Decrease in the number of children for whom hunger is a barrier to learning</p> <p>Increase in greater emotional resilience for relevant children</p> <p>Development of Enrichment opportunities, to result in:</p> <ul style="list-style-type: none"> - a significant increase in participation in extra-curricular clubs which are varied and purposeful, particularly among PP pupils - pupils across all year groups are given regular opportunities to participate in trips and visits
Improvement in levels of attainment in reading amongst PP children	Children to achieve the expected or above rate of progress

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 for Staff Training and development, software, Books and resources Software
£24,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and use of the Great Teaching Toolkit to improve teaching and learning	The EEF states: 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	2, 4

	It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.'	
Introduction of a new Teaching and Learning policy, with a teacher coaching programme to support CPD	<p>The EEF states: 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.'</p>	2, 4
Developing conversational dialogue within Circle Time sessions and wider lessons once established	<p>The EEF states that there is a strong evidence base that suggests oral language interventions including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>The EEF also states: 'Improving Literacy: Develop pupils' speaking and listening skills and wider understandings of language. Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.'</p>	2, 4
Ongoing training for teachers on planning and delivering high quality first teaching across all subject areas, to meet the needs of all children	<p>The EEF states: 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.'</p>	2, 4
Targeted training, including team teaching, for ECT's and members of staff new to the school to support Quality First Teaching	<p>The EEF states: 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.'</p>	2, 4

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

Budgeted cost: £143,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for children with significant ACES	<p>'Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development. Previously 'quiet' children have been shown to improve in their confidence and communication to work with others....and increasingly did this' (Murray & O'Brien, 2005).</p> <p>The EEF also states that 'social and emotional learning is recognised as potentially accelerating progress by around 4 months.'</p>	3
Additional part time learning mentor to develop relationships with PP children and encourage motivation to be successful in learning	<p>'Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development. Previously 'quiet' children have been shown to improve in their confidence and communication to work with others....and increasingly did this' (Murray & O'Brien, 2005).</p> <p>The EEF also states that 'social and emotional learning is recognised as potentially accelerating progress by around 4 months.'</p>	3
Full time speech and language TA	<p>The EEF states: 'Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.'</p> <p>The EEF 'Improving Literacy in KS2' Recommendation 1 reports 'Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.'</p>	2
Talk partners interventions	<p>The EEF states: 'Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.'</p> <p>The EEF 'Improving Literacy in KS2' Recommendation 1 reports 'Purposeful speaking and listening activities support</p>	2

	<p>the development of pupils' language capability and provides a foundation for thinking and communication.'</p> <p>The EEF also states that oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	
Regular, targeted interventions by Teaching Assistants across the school	The EEF states: 'Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.'	4
Participation in the National Tutoring Programme for those whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. An average of 25% of pupils who receive tutoring are PP.	The EEF states that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	4

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

Budgeted cost: £57,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Attendance Team will monitor closely the attendance of PP children and offer support for families where necessary.</p> <p>The PP lead will take responsibility for PCM's with families of PP children.</p> <p>An anonymous questionnaire will be circulated to parents to</p>	<p>The EEF states: 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.'</p> <p>A child ending the year at 90% attendance means that the child misses on average:</p> <ul style="list-style-type: none"> - One half day every week - Nearly four weeks every school year - Over one school year in a school career. 	1

identify any unknown barriers to attendance and regular deep dives into PP absenteeism will also take place.	Below 90% is classed as 'persistent' absence.	
Social and emotional support to develop self-confidence	The EEF states that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers)	3
Breakfast bagels and fresh fruit	The EEF has independently evaluated the Magic Breakfast programme and has stated that there is some evidence that providing free food can benefit pupils by preparing children for learning and / or supporting behaviour and school attendance.	3, 1
Trips, visitors and residentials - £1000 to be provided to each year group to support the cost of varied and engaging enrichment opportunities related to the curriculum	This ensures that our PP children are not disadvantaged by social economics.	3
£50 towards school uniform for each child, every academic year	This ensures that our PP children are not disadvantaged by social economics.	3
Contingency fund for other issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Lunchtime provision to be revised, to include training for lunchtime supervisor's and games/activities to promote and improve wellbeing during unstructured school time	The EEF states that 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.' Research also suggests that calmer lunchtimes lead to calmer afternoons and quicker readiness for learning.	3, 4
Family learning to take place to improve parental engagement, eg, ESOL, family cooking	The EEF states that 'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts	All

	for pupils with low prior attainment.’ Research also indicates that supporting families allows them to be provided with the tools needed to support their children.	
Healthy School Award to be achieved	Nutritious food helps brains to develop and grow.	3, 4

Total budgeted cost: £ 225,508

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2022/23, a concerted effort was made to improve the readiness for learning of our Pupil Premium children along with expanding the enrichment opportunities both within, and in addition to, the curriculum. School council were consulted and new skilled based clubs have now been offered to pupils. CPD has also been provided to teaching staff which has raised awareness of staff responsibility in relation to PP children in their class.

At the end of the Spring term, we successfully recruited a full time Speech and Language TA who works primarily with our Nursery and Reception children, but who also provides support and targeted interventions to pupils in KS1 and KS2 as required. We also commissioned a Poverty Proofing Audit which was carried out by a charity organisation, which highlighted many areas of positive practice within our school.

Our internal assessments during the academic year suggested that the performance of disadvantaged pupils was lower than expected in reading and reading therefore continues to be an ongoing priority area.

Attendance amongst Pupil Premium children remained at 91%, which is below the national average and persistent absence remains high which is why it continues to be a focus in our current plan with a more targeted approach to PP absence in particular.

Finally, we continue to have a large number of children with ACES. Our recent OFSTED inspector commented that 'every child's wellbeing and safety is foremost in staff's mind' and whilst our own assessments and observations indicate that wellbeing support and social and emotional support is strong across school, we continue to build on this in order to reduce the barriers to learning that impact many of our Pupil Premium children.

Further information

The actions outlined are not exhaustive and strategies will change and develop based on the needs of individuals. In addition to the planned activities outlined above, we have kept some of the budget so that we can look at the feasibility of offering subsidised Music tuition in the next academic year.

We intend to purchase a set of chromebooks that children can use for self-directed intervention programmes as well as have a fund for incidental spends, for example, hygiene packs or appropriate clothing for activities such as Forest School.

We intend to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Pupil Premium pupils will be encouraged and supported to participate.

In planning our new pupil premium strategy, we evaluated carefully why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use through the implementation of activities.