



Pupil Premium Strategy Statement

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
School name	Kingfisher Primary School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	43.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Academic years - 2021/2022 2022/2023 2023/2024
Date this statement was reviewed	December 2022
Date on which it will be reviewed/updated	November 2023
Statement authorised by	Janey Denton
Pupil premium lead	Fiona Armstrong
Governor / Trustee lead	Marissa Davis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104,904
Recovery premium funding allocation this academic year	£ 0
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.	£ 104, 904

Pupil Premium Strategy Statement

Part A: Pupil Premium Strategy Plan

Statement of intent

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all”, however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our intent is for all disadvantaged pupils to make strong progress from their starting points. This will close gaps between pupil groups and ensure equity of provision for our pupils. Our intent is that our disadvantaged pupils will attain in line with or above other pupil groups.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children enter school with significantly lower starting points than their peers.
2	Some disadvantaged pupils have attainment that is lower than other pupils within the school.
3	More disadvantaged pupils start school with limited speech and communication skills, when compared with non- disadvantaged pupils.
4	Low aspirations and expectations from home impact on outcomes and progress. Parents are harder to reach and more reluctant to engage with the school.
5	Covid has widened some gaps for our disadvantaged pupils for a number of different reasons, including health and well-being, attendance, remote engagement and parental involvement.

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
At the end of reception disadvantaged pupils’ language and communication skills are in line with not disadvantaged children.	At the end of reception there are no gaps between disadvantaged and not disadvantaged language and communication skills.
There are no attainment gaps between disadvantaged and not disadvantaged children by the end of KS2.	Progress of disadvantaged pupils is accelerated in all year groups. At the end of KS2 there are no attainment gaps between disadvantaged and not disadvantaged children.

Pupil Premium Strategy Statement

Gaps created during the pandemic are significantly narrowed and are non-existent where possible.	Progress of disadvantaged pupils is accelerated in all year groups. At the end of each Key Stage there are no attainment gaps between disadvantaged and not disadvantaged children.
Engagement and involvement of parents in children's education improves.	Parents of disadvantaged pupils engage in workshops and other learning focused activities within the school. Disadvantaged pupils regularly complete homework set and this is actively supported by parents.
Attendance continues to improve.	Attendance of disadvantaged children across the school is in line with all other children.
Improved well-being and personal development for all pupils, particularly disadvantaged pupils, is sustained and wide horizons opportunities are prioritised.	All children access a range of experiences throughout school through our rich and broad curriculum and wide horizons provision.

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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders coach and mentor teachers to secure quality first teaching – key focus on maths, reading and writing development.	Coaching supports leadership development and confidence when mentoring staff. Time used for leaders to coach and mentor staff shows that the quality of provision within lessons improves. Leadership time used to evaluate impact of provision enables quick and effective adaptations, particularly for our less experienced members of staff. Securing ECT programme through Thames Gateway ensures our ECTs have access to a wide range of development and training strategies and experiences.	1,2,5
Focused CPD for all staff.	Bespoke and targeted training delivers support for staff to deliver an excellent provision for all pupils.	1,2,3,4,5
Targeted Year 6 provision.	This ensures there are smaller groups for targeted interventions, specialist teaching and quality first	2,4,5

Pupil Premium Strategy Statement

	<p>teaching where a culture of peer mentoring supports newer and less experienced staff.</p> <p>Smaller groups enable precision of skills teaching for all groups of children, support and challenge for all pupil groups.</p>	
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2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 83,072

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA led precision interventions all year groups.</p> <p>SEND leader time for evaluation, coaching and support.</p> <p>Additional 0.6 teacher time in Year 6 to reduce group size and accelerate progress.</p> <p>Senior Leadership capacity for evaluation, coaching and mentoring. Ensuring excellent quality first teaching and sequences of lessons.</p> <p>Release time for raising achievement meetings with a focus on targeted groups.</p> <p>Staff training and development time.</p>	<p>Gaps in attainment across the school are narrowing however some disadvantaged pupils still require additional support through ‘Keep up’ precision interventions.</p> <p>Precision interventions introduced by SEND lead to target specific needs of pupils has shown impact.</p> <p>TAs are increasingly skilled in leading precise interventions that ensure attainment gaps diminish.</p> <p>Additional teacher time in year 6 focuses on addressing gaps in learning and accelerating progress of all pupils. This will raise pupil’s confidence so that attainment gaps are diminished and long-term memory is developed.</p> <p>Planning is consistently of high quality and provision engages pupils to further embed learning, equipping them with skills to tackle the next set of challenges.</p> <p>Opportunities to collaboratively evaluate accuracy of assessment and explore provision through raising achievement meetings impacts positively; tailoring learning for all and securing progress.</p> <p>Precise training and development focused upon raising achievement impacts positively on provision and the learning of pupils.</p>	4,5
<p>Speech and Language therapy.</p>	<p>Immediate feedback and modelling for staff team secures greater precision and more effective practice.</p> <p>Pupils who receive speech and language therapy are able to access the curriculum with greater accuracy which supports learning development and well-being.</p>	1, 3
<p>Targeted ‘pinny’ time for phonic and language acquisition.</p>	<p>‘Pinny’ time (phonics support) – little and often approach improves children’s retention and consolidation of new learning.</p>	1,2,5

Pupil Premium Strategy Statement

	Repeated phonics teaching through all curriculum areas strengthens vocabulary, understanding and memory.	
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3) Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Partnership with Education Welfare Officer.</p> <p>Attendance improves and persistent absence is reduced.</p> <p>Home School Support Worker time for clinics, meetings and home visits.</p>	<p>Educational Welfare officer works closely with our Home School Support Worker to monitor attendance and work with families to further improve attendance and engagement.</p> <p>Regular attendance clinics held – every 4 weeks and more regularly for target families who are persistently absent or who are at risk of becoming persistently absent.</p> <p>Home visits are undertaken when deemed necessary or when concerns are raised. These visits are designed to support the wellbeing of families.</p> <p>Strategies and support are put in place, including referrals to Early Help and Social Services when deemed appropriate.</p> <p>Regular 1:1s held with Home School Support Worker and Head of School.</p> <p>Weekly evaluation of attendance figures and next steps planned for groups or individuals.</p> <p>Records of conversation and visit are used and evaluated during 1:1s and used as evidence for referrals.</p>	4,5
<p>Pastoral interventions to support pupil's wellbeing and mental health</p>	<p>Pastoral interventions are held to support pupils with their mental and emotional health and well-being.</p> <p>Two staff are ELSA trained which enables an in-school emotional support programme to be launched to support vulnerable pupils.</p> <p>Two staff have received Senior Mental Health Lead training, mental health first aid, resilience training and supporting pupils who self-harm.</p> <p>Elsa room established to ensure a quiet and safe place is available for all pupils to discuss concerns and support their well-being.</p>	4,5



Pupil Premium Strategy Statement

<p>Curriculum development Wide Horizons.</p>	<p>Engaging and valuable curriculum that links between subjects and concepts are available for all pupils.</p> <p>Our curriculum is consistently evaluated for engagement, relevance and value using several lenses – Teacher voice, Pupil voice, diversity, 100%achievement and ensuring coverage of key skills.</p> <p>Pupils are provided with a wide range of experiences, trips and visits every term and throughout the year - This forms an integral part of the Wide Horizons and Proud Traditions agenda which is fundamental to the schools and Trust’s vision including subsidised curriculum visits.</p> <p>Griffin Arts and Sports Festivals, Founders day, Science Symposium, Griffin Children’s Chorus.</p> <p>Theatre Trips Hospitality Director of music support.</p>	<p>3,4,5</p>
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Total budgeted cost: £ 104,910

Pupil Premium Strategy Statement

Part B: Review of Outcomes in the Previous Academic Year

Pupil premium strategy outcomes

All pupils made at least expected progress at the end of the academic year July 2022.

The attainment gap at the end of KS2 has narrowed with 78% of disadvantaged children achieving the combined expected standard at the end of KS2 and 80% of non-disadvantaged children.

The additional teacher time allocated to teaching groups in year 6 impacted positively on outcomes for all pupils including the disadvantaged and also provided opportunity to coach and develop practice within the team. Creative and effective strategies to further develop writing skills and fluency of pupils has been developed and is in place within the upper school. This approach now needs to be developed across school.

In reception, the focus on language and communication skills has made a significant impact. 75% of disadvantaged pupils achieved the combined early learning goals of speaking and listening, (assessments at the start of the year showed only 12% were on track to achieve these goals).

Speech and language therapy has impacted positively on the achievement of pupils and supports readiness for learning.

Coaching, development and targeted CPD strengthened the skills and impact of ECTs and provided training and guidance for new staff members.

Precision Teach interventions are impactful and enable the majority of pupils to keep up and access the wider curriculum. The curriculum is precisely sequenced and adapted to support all children to consolidate key skills and build on prior knowledge.

Our consistent, strategic approach to supporting families with attendance ensured that there were no significant gaps between groups.

Externally provided programmes

Programme	Provider
Thinking Schools	Thinking Matters
Provision Mapping	Edukey
Speech and Language	Elm Speech and Language
Marlborough Outreach	Autism Support
Read Write Inc	Ruth Miskin
Target Tracker	Juniper Education