



Pupil Premium Strategy Statement

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	Kingfisher Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Justin Creasey
Pupil premium lead	Fiona Armstrong
Governor / Trustee lead	Lisa Guest

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104, 910
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.	£ 104,910

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Part A: Pupil Premium Strategy Plan

Statement of intent

The intent throughout this plan is for all of our disadvantaged pupils to make strong progress from their starting points. This will close gaps between pupil groups and ensure equity of provision for all of our pupils. Our intent is that our disadvantaged pupils will attain in line with or above other pupil groups through maximising teaching and learning opportunities and training for all teaching staff.

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.
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.



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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 improves.	Attendance of disadvantaged children across the school is in line with all other children.
Extend experiences.	All children access range of experiences throughout school through our rich and broad curriculum.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leader coach and mentor teachers to secure quality first teaching – key focus maths and writing development.	<p>Coaching supports leadership development and confidence when mentoring staff.</p> <p>Time used for leaders to coach and mentor staff shows that the quality of provision within lessons improves.</p> <p>Leadership Time used to evaluate impact of provision and make quick and effective adaptations, particularly for our 4 new members of staff.</p> <p>Securing ECT programme through Thames Gateway and GST ensures our ECTs have access to a wide range of development and training strategies and experiences.</p>	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 5 and 6 provision.	<p>This ensures there are smaller groups for targeted interventions, specialist teaching and quality first 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>	2,4,5

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

Budgeted cost: £ 73,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA led precision interventions all year groups.</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>SEND leader time for evaluation, coaching and support.</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 or Catch up’ precision interventions.</p> <p>Precision interventions introduced by SEND lead to target specific needs of pupils has shown impact, therefore sharpening of precision teaching skills and timings of intervention will be further developed in 2021-2022.</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>4,5</p>
<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>	<p>1, 3</p>
<p>Additional TA support 10 hours a week.</p>	<p>Additional 2 hours per day of TA time secures targeted support for identified pupils. Progress evidence indicates that pupils supported make better than expected progress within the cycle.</p>	<p>1,2,5</p>
<p>Targeted pinny time for phonic and language acquisition.</p>	<p>Pinny time – little and often approach improves children’s retention and consolidation of new learning.</p> <p>Repeated phonics teaching through all curriculum areas strengthens vocabulary, understanding and memory.</p>	<p>1,2,5</p>

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

Budgeted cost: £ 23,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance improves and persistent absence is reduced. Education Welfare Officer.</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.</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>Reading 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
<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, assessments, acquisition and application of learned knowledge and understanding.</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</p>	3,4,5



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	<p>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>	
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Total budgeted cost: £ 104,910

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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 2020 to 2021 academic year.

<p>The progress of all pupils was at least expected following evaluations at the end of July 2021.</p> <p>Attainment gaps between PP and non PP children had reduced in all areas. The interventions and fluid approach to the provision enabled all children to make pleasing progress.</p> <p>Attainment and retention of skills was negatively impacted upon by the school closures. TA precise interventions worked well however greater time and opportunity needs to be placed on support with memory recall and writing skills particularly for disadvantaged pupils</p> <p>Coaching and development through senior leader support worked well to ensure provision and learning opportunities were strong. Continue with greater focus on precision and development of language and writing</p> <p>Speech and language therapy impact positively on achievement of pupils and supports readiness for learning.</p> <p>Additional teacher time added capacity and greater opportunities for development. Continue but develop this time to include joint planning with a focus on pedagogy and deeper learning.</p>

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
Thinking Schools	Thinking Matters
Provision Mapping	Edukey
Speech and Language	Elm Speech and Language
Marlborough Outreach	Autism Support

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (optional)