

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	
School name	Kingfisher Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Janey Denton
Pupil premium lead	Fiona Armstrong
Governor / Trustee lead	Sabrina O'Reilly

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,495
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£NA
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	£139,095.00

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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 ultimate objectives for our disadvantaged pupils are

- That through our exceptional provision we significantly reduce the attainment gap between disadvantaged and non-disadvantaged pupils across all subject areas
- To work in partnership with our families, providing support where it is needed so that the academic, social and emotional needs of all our pupils are met with equity
- To secure the delivery of an exceptional curriculum through expert teaching that is characterised by great subject knowledge, purposeful feedback and accurate assessment

We aim to do this by

- Securing high quality teaching and learning in all curriculum areas that will meet the needs of all pupils
- Driving an assessment and analysis approach that is robust ensuring accuracy and championing our culture of 100% achievement for all
- Delivering a meticulously planned and evaluated curriculum with experiences and opportunities designed to develop skills of creativity, innovation and independence
- Communicating carefully with families so they have the tools and where necessary the resources to support their children to learn successfully at school
- Providing targeted support to families who need it through tea and toast sessions, coffee mornings, drop ins or workshops
- Offering a broad and wide reaching extra-curricular provision that includes clubs, trips and visitors that widen horizons and enhance cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils tend to enter school with attainment that is significantly behind that of their non-disadvantaged peers. The challenges of the lockdown during the COVID pandemic have widened this gap.
2	The life experiences of many of our disadvantaged pupils are not as varied, diverse or rich as those of our non-disadvantaged pupils widening the attainment gap across the curriculum.

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3	Our disadvantaged pupil's well-being and educational needs are not always met effectively at home, and this, coupled with low aspirations and a lack of expectation can impact on our disadvantaged pupil's attainment. Parents of disadvantaged pupils can be harder to reach and reluctant to engage.
4	In the EYFS, our disadvantaged pupils enter school with Speech, Language and Communication development significantly behind that of non-disadvantaged pupils.
5	The attendance of our disadvantaged pupils is lower than that of our non-disadvantaged pupils impacting upon their attainment.

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
Attainment gaps between disadvantaged and non-disadvantaged pupils are reduced particularly in EYFS and KS1	<ul style="list-style-type: none"> The aspirational EYFS curriculum is tailored to meet the wide range of learning needs with a specific focus on the development of language, speaking and communication skills. Staff in the EYFS actively and expertly model and promote the use of language through a deliberately planned and scaffolded environment. Collaboration and regular opportunities to discuss and explore learning are characteristic of lessons and learning at Kingfisher. Lesson observations and pupil conferences confirm that children in EYFS and KS1 are motivated and resilient learners. Transition into and through KS1 is carefully planned and evaluated. Workshops for parents focused on the development of early reading skills, enable them to support their children more effectively at home.
Raised attainment of disadvantaged pupils in reading, writing and maths across the school	<ul style="list-style-type: none"> Text choices across the school are strategically planned for, promoting a love of reading, a greater knowledge and understanding of the world and the development of language. Reading ages, assessed half termly demonstrate that in school and home reading approaches impact on progress particularly for disadvantaged pupils. Pupils writing demonstrates a progressively controlled use of vocabulary, sentence structure, grammar choices and content.

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	<ul style="list-style-type: none"> • Pupils and particularly disadvantaged pupils demonstrate increased motivation and stamina for writing. • Basic maths skills are prioritised and secured through exploration of number, use of manipulatives and opportunities to practice and apply in every lesson. • Attainment gaps are reduced between disadvantaged and not disadvantaged children at the end of KS2.
Raised attainment of disadvantaged pupils across the wider curriculum	<ul style="list-style-type: none"> • Our rich and broad curriculum is tailored to meet the needs of our community with a specific focus on widening the horizons and cultural capital of our pupils through content, opportunity and experience. • Staff delivering our curriculum demonstrate expert subject and content knowledge securing great learning within and across all lessons. • Lesson observations and pupil conference outcomes confirm that children are resilient, motivated and have a positive approach to their learning. • Clubs and enrichment activities are tailored to the interests and needs of the community, leading to an increased and sustained increase in participation.
Improved social, emotional and mental health of all but particularly our disadvantaged pupils is sustained.	<ul style="list-style-type: none"> • Staff create a warm, curious and safe learning environment through a trauma informed approach. • ELSA interventions are tailored to meet the specific needs of our more vulnerable pupils, leading to increased self-regulation and resilience to life and learning. • SEMH skills are explicitly and regularly taught in whole class activities. • Learning walks and pupil conferences indicate improved and sustained wellbeing of pupils through engagement and enjoyment of learning. • Book looks of targeted pupils demonstrate increased and sustained progress across all curriculum areas. • A significant increase in participation in enrichment

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	activities, particularly for our disadvantaged pupils.
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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: £ 79,835.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching capacity added to classes</i>	<p>Reducing teaching group sizes is recognised by the EEF as a strategy to increase pupil participation in the learning which can lead to improved outcomes.</p> <p>The EEF suggest that using TAs to add value to whole class instruction and help children develop independent learning skills and manage their own learning will lead to improvements in outcomes</p> <p>We have analysed the needs of our cohorts and identified that</p> <ul style="list-style-type: none"> • In year 6 teaching in smaller groups with subject specialist teachers will increase the attention that each child will get, leading to improved outcomes for them. In this way we secure skills and knowledge and facilitate a smooth transition into year 7. • In year 5 targeting groups with additional teacher capacity ensures that children know and remember more reducing gaps between disadvantaged and not disadvantaged pupils. • In year 4 adding additional capacity through deployment of a HLTA will support pupils to be confident when accessing their learning and will develop the self-regulation of our more vulnerable pupils leading to improved outcomes for all. 	1 and 3
<i>Bespoke professional development and coaching of staff</i>	<p>Our whole school professional development approach is influenced by research from the EEF and is driven through a focus on specific pedagogical mechanisms that when modelled, rehearsed and evaluated will develop high quality teaching and therefore enhance our pupil outcomes in the classroom. Our specific focus on high quality</p>	1, 2 and 4

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	<p>instruction, deliberate specific feedback to move learning on and wider assessment for learning strategies is a core component of our CPD.</p> <p>Research indicates that experienced teachers teaching alongside less knowledgeable teachers can develop their pedagogy and subject knowledge. Our senior leaders deliver team teaching sessions that model excellent practice and allow our developing practitioners opportunity to experience and then deliver similar lessons themselves. This bespoke approach is delivered alongside our whole school planned CPD.</p> <p>In order to support teacher subject knowledge and delivery of wider curriculum areas we have invested in training and subject knowledge videos.</p>	
<i>Refresh our EYFS environment so that it is tailored to the needs of the pupils and further enhanced by great adult interactions and models</i>	Our EYFS lead will work with the team to adapt and evaluate the environment to ensure that it meets the needs of all of our pupils. Training and development of staff will follow our coaching model and will ensure adults are precise and expert with interactions ensuring that children's learning is strategically driven. One to one and small group interventions will be delivered daily.	1
<i>Coaching and mentoring of apprentice teachers and ECTs</i>	The use of instructional coaching as a tool to develop teaching expertise is advocated by the EEF. We apply a cycle of model, feedback and rehearse for our trainee teachers through a 'coaching pairs' approach to ensure that they plan and deliver a tailored and precise curriculum for our pupils.	1 and 2

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

Budgeted cost: £ 45,835.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted and precision interventions for pupils to</i></p> <ul style="list-style-type: none"> • secure reading fluency • times tables 	<p>Precision Teaching interventions have been shown to significantly improve students' levels of fluency and overall educational outcomes.</p> <p>Our precision teach interventions follow a carefully planned and progressive</p>	1

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<ul style="list-style-type: none"> basic maths skills 	<p>approach that is tailored to the specific needs of the pupils and can be applied directly to ongoing learning in the classroom in order to secure rapid progress and close attainment gaps.</p> <p>Additional interventions led by our support team secure pupils' skills as post or pre-teach interventions.</p>	
<p><i>Social, Emotional and wellbeing support through ELSA interventions</i></p>	<p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. Social and Emotional support can be particularly beneficial for disadvantaged pupils. (EEF guidance)</p> <p>Our ELSA interventions are explicitly tailored to the needs of our pupils and targeted to develop self-regulation strategies, effective and confident communication as well as building relationships.</p>	<p>3, 4 and 5</p>

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

Budgeted cost: £ 13,424.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Trips and visits</i></p>	<p>There is clear evidence that educational visits have a positive impact on young people, and when such experiences are part of a progressive programme designed to support integrated learning, the impact is greatly enhanced.</p> <p>Our educational visits are planned to enrich all areas of our curriculum and widen the horizons of our pupils. We subsidise our trips and target some experiences specifically at our disadvantaged children in order to provide them with a breadth of experience and opportunity that some pupils may not get at home.</p>	<p>2 and 5</p>
<p><i>Universal and targeted support for our families</i></p>	<p>There is much research that identifies the importance of parental engagement in their child's learning. At Kingfisher we work closely with our parents providing universal support that includes;</p>	<p>1, 3 and 5</p>

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	<ul style="list-style-type: none"> - Sessions designed to help parents to support their children at home such as reading and RWI workshops - Programmes designed to support and develop parent's English and maths skills such as our partnership with Medway Adult Education team - Intensive programmes or more bespoke approaches to support families who are in crises 	
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Total budgeted cost: £ 139,095.00

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Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantage pupils

Desired Outcomes (2022/23)	Impact
At the end of reception disadvantaged pupils' language and communication skills are in line with not disadvantaged children.	<ul style="list-style-type: none"> Progress and attainment is tracked meticulously from individual starting points. At the end of reception 73% of our children achieved a GLD. 59% of disadvantaged children achieved a GLD from very low starting points. 82% of our non-disadvantaged children and 91% of disadvantaged children achieved ARE in listening, attention and understanding at the end of reception 82% of our non-disadvantaged children and 91% of disadvantaged children achieved ARE in speaking at the end of reception Our transition plan into Year 1 ensures that children's early years needs are being met whilst they also begin learning within the KS1 curriculum.
There are no attainment gaps between disadvantaged and not disadvantaged children by the end of KS2.	<p>End of KS2 assessments show that there were no attainment gaps between disadvantaged and not disadvantaged pupils:</p> <p>In reading 75% of disadvantaged children and 72% of non-disadvantaged pupils achieved the expected standard. In writing 92% of disadvantaged children and 78% of non-disadvantaged pupils achieved the expected standard. In maths 75% of disadvantaged children and 67% of non-disadvantaged pupils achieved the expected standard.</p>
Gaps created during the pandemic are significantly narrowed and are non-existent where possible.	<p>Attainment gaps in reading, writing and maths in the majority of year groups are now diminishing and the progress of our disadvantaged pupils is accelerating.</p> <p>Where gaps are not reducing or where progress of disadvantaged pupils has been slower, a clear achievement plan and additional resource has been deployed to ensure that pupil's gaps and wider learning needs are planned for and met.</p>
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 demonstrates year on year improvement with planned support for targeted families making a measurable impact. Improving attendance for all pupils continues to be a priority and we work closely with our Griffin Schools Trust sister schools in Medway formulating strategy and sharing resource and expertise.
Improved well-being and personal development for all pupils, particularly disadvantaged pupils, is sustained and wide horizons opportunities are prioritised.	<p>100% of pupils attended a club during the academic year. 100% of pupils experienced a wide range of trips and educational experiences.</p> <p>Targeted support including our ELSA interventions for our most vulnerable pupils has secured their ability to access whole class teaching with a strong success rate.</p>

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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
Provision Mapping	Edukey
Speech and Language	Elm Speech and Language
Read Write Inc	Ruth Miskin
Target Tracker	Juniper Education