

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	Kingsway Junior School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	25% (58)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024 This is Year 2 of a 3 Year plan – funding for second year indicated only
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Beale (Head)
Pupil premium lead	Amanda Akers (INCO)
Governor / Trustee lead	Zoe Brunt lead for Pupil Premium – Governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,766
Recovery premium funding allocation this academic year	£6561
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90,327

Part A: Pupil premium strategy plan

Statement of intent

Reading

- According to the [National Literacy Trust](#) a major 16% of adults are considered to be ‘functionally illiterate’ in the United Kingdom. Literacy levels are falling among the younger generations and it is stated that 1 in 5 adults struggle to read and write.

Catch up for Maths

“With so many people viewing maths and numeracy as either a talent gifted to the few, or something that isn’t essential to work or home life it’s not surprising that there is a reluctance to invest time and effort in improving numeracy levels. However, we know from experience that even a small investment can make a significant difference to people’s confidence and ability with numbers, and this in turn has a positive knock-on effect to many areas of life, from careers and financial management to mental health.”

– Mike Ellicock, Chief Executive of National Numeracy

Our top priority at Kingsway Junior School, is that all pupils leave primary school with adequate knowledge and skills to equip them for life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal. We do not want our pupils to be part of the adult population with poor literacy and numeracy skills, as we know the negative effect this may have on their future.

Our intent is that all disadvantaged pupils, including higher attainers, will make accelerated progress in reading and maths, and as a result, more pupils will be working at age related or above.

By considering the challenges to achievement in reading and maths for all disadvantaged pupils, and by developing strategies to overcome these challenges, we will increase the proportion of pupils in our school who achieve reading and mathematical success. Our intention is that these strategies will benefit outcomes for non-disadvantaged pupils, alongside their disadvantaged peers, where funding is spent on whole-school approaches. The strategies are:

- high quality first classroom teaching
- precisely targeted interventions
- Initiatives to improve engagement and attendance.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led National Tutoring programme for pupils whose education has been worst affected, including non-disadvantaged peers.

Our approach will meet both common and individual needs, rooted in robust diagnostic assessment, not assumptions or labels. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and language comprehension than their peers. This negatively impacts their development as readers.
3	Our assessments indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths .
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our data over the last 5 years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged. The number of disadvantaged pupils persistently absent is considerably greater than non-disadvantaged. Absenteeism is negatively affecting disadvantaged pupil progress.
6.	Access to technology outside of school.

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
Improved reading attainment among disadvantaged pupils.	<p>Pupil premium pupils make accelerated progress in reading so that they are able to close the attainment gap within the school.</p> <p>KS2 reading outcomes in 2023 show more than 80% of all pupils to achieve expected standard by the end of Year 6.</p>
Improved maths attainment for disadvantaged at the end of KS2.	KS2 maths outcomes in 2023 show more than 80% pupils to achieve the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Significantly improved oral language among disadvantaged pupils. This will be evident through engagement in lessons, discussion with pupils, book scrutiny and ongoing formative assessment.
To achieve and sustain wellbeing for all pupils in our school, particularly disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from pupil voice, pupil and parent questionnaires and teacher observations -a significant reduction in behaviour incidents and bullying -a significant increase in participation in enrichment activities, particularly among disadvantaged.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> -the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced by 2% -The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged being no more than 3% lower than their peers.

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: £ 60,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessment.</i></p> <p><i>CPD for staff</i></p> <p>£1000</p>	<p>Standardised test can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Reading – YARC assessment tool</p> <p>Maths – Herts diagnostic tool</p> <p>Wellbeing – Emotional Literacy GL assessments</p>	1,2,3,4
<p><i>Quality First Teaching, particularly in reading and maths – Research driven from CPD to classroom practice.</i></p> <p>£50,000 (additional staff, CPD, monitoring, pupil progress meetings, TLA, SLT support, catch up curriculum)</p> <p>£5000 IT resources to support high quality teaching.</p>	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF High Quality Teaching).</i></p> <p><i>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial (EEF High Quality Teaching).</i></p> <div> <div> Metacognition and self-regulation   <div>+7</div> </div> <div> Very high impact for very low cost based on extensive evidence </div> </div> <div> <div> Feedback   <div>+6</div> </div> <div> Very high impact for very low cost based on extensive evidence </div> </div> <div> <div> Collaborative learning approaches   <div>+5</div> </div> <div> High impact for very low cost based on limited evidence </div> </div>	1,2,3,4,6

	<p>Using Digital Technology to Improve Learning - EEF</p> <div> <div> 1 Consider how technology will improve teaching and learning before introducing it </div> <div> 2 Technology can be used to improve the quality of explanations and modelling </div> <div> 3 Technology offers ways to improve the impact of pupil practice </div> <div> 4 Technology can play a role in improving assessment and feedback </div> </div> <p>Homework</p> <p>High impact for very low cost based on very limited evidence</p> <div> £ £ £ £ £ </div> <div> </div> <div> +5 </div>	
<p><i>Embedding oral language and vocabulary in teaching through the use of 'book talk', high quality texts to be used throughout the school to increase pupils oral language skills and vocabulary</i></p> <p>£4000</p> <ol style="list-style-type: none"> 1. <i>phonics books matched,</i> 2. <i>reading levelled books</i> 3. <i>Books for interest</i> 	<p>Reading and vocabulary is a key focus at Kingsway. Having access to high quality texts will lead to a wider range of vocabulary (both in class and through interventions). Teachers to use 'book talk' and model vocabulary through all aspects of school life.</p> <p>Oral language</p> <div> <div>Implementation cost</div> <div>Evidence strength</div> <div>Impact (months)</div> </div> <div> £ £ £ £ £ </div> <div> </div> <div> +6 months </div> <ol style="list-style-type: none"> 1. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of language used, or understanding particular vocabulary, which may be subject specific. 2. Identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension. <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <div> £ £ £ £ £ </div> <div> </div> <div> +6 </div>	<p>1,2,3,4</p>

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

Budgeted cost: £ 20,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions targeted at disadvantaged pupils who require further support.</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Letters and Sounds programme (currently) to be replaced in Spring 2022 by Little Wandle</p>	1,2,3
	<div> <div>Phonics</div> <div> <div>High impact for very low cost based on very extensive evidence</div> <div> <div>£</div><div>£</div><div>£</div><div>£</div><div>£</div> </div> <div> <div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div> </div> <div>+5</div> </div> </div>	
<i>School-led tutoring in reading (including phonics) and maths</i>	<p>COVID related disruption has had an impact of schooling and outcomes.</p> <p>Catch up funding to be used with targeted pupils that need additional, intensive input to support and accelerate attainment and progress in reading and maths.</p> <p>Evidence- "On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1,2,3 4
	<div> <div>Small group tuition</div> <div> <div>Moderate impact for low cost based on moderate evidence</div> <div> <div>£</div><div>£</div><div>£</div><div>£</div><div>£</div> </div> <div> <div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div> </div> <div>+4</div> </div> </div>	
	<div> <div>One to one tuition</div> <div> <div>High impact for moderate cost based on moderate evidence</div> <div> <div>£</div><div>£</div><div>£</div><div>£</div><div>£</div> </div> <div> <div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div> </div> <div>+5</div> </div> </div>	
<i>Programme of intervention for maths, oral language and reading.</i>	<p>Use improving mathematics in Key Stage 2 and 3's 8 recommendations to identify and implement a successful maths intervention programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow</p>	1,2,3, 4

	<p>activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading - Purchase, train and implement Hertfordshire's Reading Fluency Project</p> <p>Maths – Maths support programme</p> <p>Oral language intervention programme – based on UCL study.</p>	
	<p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £</p> <p>£ £ £ £ £</p> <p>+6</p>	
	<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £ £ £ £</p> <p>£ £ £ £ £</p> <p>+4</p>	

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

Budgeted cost: £11,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding principles of good practice set out in DFE's 'working together to improve school attendance'.</i>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	5
<i>Staff training</i>	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £</p> <p>£ £ £ £ £</p> <p>+4</p>	
<i>Attendance/Pastoral support officers appointed</i>	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £ £ £ £</p> <p>£ £ £ £ £</p> <p>+4</p>	
<i>Engage hard to reach families</i>		

<p><i>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes.</i></p> <p><i>Pastoral support lead</i></p> <p><i>Family Support Worker</i></p> <p><i>Safe space counselling, alongside staff</i></p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3,4,5</p>
	<div> <div> Behaviour interventions <div> £ £ £ £ £ </div> <div> </div> </div> <div>Moderate impact for low cost based on limited evidence</div> </div> <div> <div> Social and emotional learning <div> £ £ £ £ £ </div> <div> </div> </div> <div>Moderate impact for very low cost based on very limited evidence</div> </div>	<p>+4</p> <p>+4</p>
<p><i>Provide a chrome book for Y3 PPG pupils for use at home throughout their time at Kingsway.</i></p>	<p>The previous lockdowns has highlighted the technology gap. Pupils without devices are unable to access the Google Classroom learning from home.</p>	<p>1,2,3,6</p>
<p>Contingency fund for acute issues, such as:</p> <ul style="list-style-type: none"> -subsidise trips -subside before and after school clubs -music lessons - visitors 	<p>We have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified but may be in response to conversations with parents regarding support needed.</p> <p>Ensuring all pupils have access to a wide range of experiences not only enhances their life skills and knowledge but increases their cultural capital.</p>	<p>All</p>

Total budgeted cost: £ 90,327

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using KS2 performance data, the multiplication check data and our own internal assessments.

Schools are not required to publish their 2022 Key Stage 2 outcomes as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish Key Stage 2 School Performance data for 2023.

DfE has shared our school's 2022 performance data with us, and we have a better understanding of the impact of the pandemic on our pupils and how this varies between different groups of pupils.

We have compared the performance outcomes of those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also compared this to our last set of data (pre-pandemic) to see how the performance of disadvantaged pupils had changed during this period of time.

Data from test and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021-22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

We then analysed the data comparing pupils with pupil premium grant against pupils with a crossover of needs (e.g. PP and SEND) and the data looked more favourable and was in line or even better than national. This was a trend across the school.

Absence continues to be a challenge for disadvantaged pupils and was 2.5% higher than their peers in 2021-22. The gap is greater for persistent absence of disadvantaged pupils. This continues to be a priority of this plan.

Pupil behaviour continues to improve and this is confirmed through observations and analysis of records. Well-being and mental health challenges remain higher than before the pandemic. COVID-19 has had a significant impact on disadvantaged pupils.

Although continually striving to close the gap, we have a lot of work to continue to ensure we are on track to achieve the outcomes set out in this strategy plan by 2023-24. We have reviewed this plan and have made some changes of where we intend to use our allocated funding this year.

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
Rights Respecting School	UNICEF
X Tables Rockstars	TT Rockstars
Reading Fluency Programme	Herts for learning
Phonics Programme	Little Wandle

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?	No service pupils
What was the impact of that spending on service pupil premium eligible pupils?	No service pupils